

LONDONDERRY MIDDLE SCHOOL



PROGRAM OF STUDIES

2025 - 2026

Londonderry Middle School

313 Mammoth Rd.
Londonderry, NH 03053

Website: lms.londonderry.org

(603)432-6925 Main Office
(603)432-0714 Fax

Contact Information

Report Attendance	432-6925 Ext. 3928
Main Office	432-6925 Ext. 3000
Principal – Mr. William Van Bennekum	432-6925 Ext. 3300
Assistant Principal Grade 8 - Mr. David Sutherland	432-6925 Ext. 3144
6 th & 7 th Grade Office	432-6925 Ext. 3100
Assistant Principal Grade 6 – Mr. John MacArthur	432-6925 Ext. 3278
Assistant Principal Grade 7 - Mr. Tim Westphal	432-6925 Ext. 3177
Special Education Office	432-6925 Ext. 3001
Special Education Director – Mrs. Phyllis Donaldson	432-6925 Ext. 3002
School Counselors Office	432-6925 Ext. 3140
Nurses	432-6925 Ext. 3101/3102
Library/Media Center	432-6925 Ext. 3104/3105
Curriculum Coordinator – Mrs. Meaghan Nason	432-6925 Ext. 3004
Superintendent Schools – Mr. Dan Black	432-6920 Ext. 1109
Assistant Superintendent - Mr. Jason Parent	432-6920 Ext. 1114
Athletic Director – Mr. James Lauzon	432-6941 Ext. 2306
Food Service Director – Mrs. Krystle Connell	432-6941 Ext. 2234
LMS Cafeteria Manager – Mrs. Karen Magoon	432-6925 Ext. 3006
Transportation Office	668-2878

TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Introduction – General Information	1
Londonderry Middle School’s Philosophy.....	1
Londonderry Middle School’s Objectives	2
Storm/Academic Enrichment/Social & Emotional Time	2
Interdisciplinary Team Organization..	3
Grouping for Instruction.....	3
Reporting Student Grades.....	3
Promotion	3
Grade Level Expectations	4
Academic Intervention Program	4
Summer Programming	4
School Policies, Procedures and Regulations	5
Scheduling of Classes	5
Course Responsibilities.....	5
Program for Grade 6	5
Program for Grade 7	5
Program for Grade 8	6
Student Services:	
School Counseling Services	6
Library/Media Services	7
Special Education Services	7
Core Team Course Descriptions	
Language arts	8
Mathematics	8
Science	10

Social studies	11
Reading	12
World Language	13
Special Curriculum	13
Related Arts Course Descriptions	
Art	14
Health	14
World Language.....	15
Technology Education - Drafting/Woodworking.....	16
Computer Education	16
Physical Education	17
Performing Music Course Descriptions	18
Chorus	18
Beginning Band	19
Concert Band.....	19
Beginning Orchestra.....	20
Orchestra	20
Non-Performing Music Course Descriptions	21
Exploring Music Grade 6.....	21
Exploring Music Grade 7.....	21
Keyboard Lab Grade 8.....	21
Guitar Jam Grade 8.....	22
Music Then & Now Grade 8.....	22
Rhythm & Melody Grade 8.....	22
Co-Curricular Program and Interscholastic Athletics	22
Athletics.....	22
Activities and Clubs	24

**Londonderry Middle School
Program of Studies
2025-2026**



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, however it affords student voice and choice in some of the related arts. Discussions with teachers, parents, administrators, and school counselors are recommended. Because 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 extracurricular activities 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 that 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, the curriculum must offer 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 that address diverse learning styles, they must develop skills in a learning-by-doing, cooperative approach. Students must accept responsibility for their learning and the challenges of persevering through hard work, effort, and taking ownership of their successes and challenges. As well, students must be exposed to the impact of tolerance, change, effective citizenship, and acceptable social responsibility.

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, which will foster constant learning throughout their lives.

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

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 students voice and choice in their learning process
4. To provide an environment conducive to the development of a positive self-image and respect for self and others in both the real and digital world
5. To offer opportunities for research, creative and critical thinking, and problem-solving
6. To offer opportunities for student-directed learning and goal setting
7. To give each student quality educational experiences which will enrich life and provide the information to become a productive, successful member of society
8. To teach students effective study habits and organizational skills
9. To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services, and skills
10. To provide students opportunities for participation in a wide selection of competitive, non-competitive, group, and individual activities based on their interest and abilities
11. To begin preparing students to assume their roles as active participants in a democratic and multicultural society
12. To involve students in the development and application of school activities, programs and policies
13. To keep students informed of the current health issues found in today's society

Storm Time/Academic Enrichment/Social & Emotional Time

The middle school will continue to embrace the components of young adolescent development within the academic day. Each day, students will have time built into their daily schedule to access teacher-driven instructional support, group activities, and a socially supportive network that corresponds with the physical, intellectual, and emotional development of middle-level students. As an essential part of the middle school experience, this time will focus on creating positive student and teacher relationships to provide a framework for supporting their emotional health. We will continue to foster these desired outcomes by aiming to meet each child's individual needs at Londonderry Middle School.

(It is noted that the objectives for using this time are responsive to our students' ever-changing needs and is a continually evolving model for middle-level students.)

Interdisciplinary Team Organization

Our school is organized into nine heterogeneous groups of up to 125 students, each being taught by a team of teachers (English, social studies, science, mathematics, reading and special education). This team of teachers, all sharing the same group of students, will have common planning time, and their rooms will be close 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. Related arts, 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 groups, paired, or the 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 the student's needs at different levels and different learning styles. Use of iReady data, team-taught classrooms, small group intervention programs, and special curriculum programs, as well as cooperative learning strategies and differentiated materials, promote the capacity to meet the needs of all students.

Reporting Student Grades

Report cards are issued four times per year. Progress reports, making parents aware of academic achievement or difficulty, are issued at the midpoint of each grading period. Student's academic grades will be reported separately by subject. Students will then receive comments on District Competencies including self-direction, communication and collaboration, problem solving, critical and creative thinking and engaged citizenship.

Promotion

All students must pass at least five core subjects each year, including courses in language arts and mathematics. To be promoted to the next grade, students not meeting these requirements in reading,

language arts or math will be required to attend a summer school program. Placement in high school courses does depend on courses taken, and grades achieved at the middle school.

Grade Level Expectations

Grade 6

Students are transitioning from elementary school norms to middle school philosophy. They will be expected to become responsible learners with increased accountability while developing Self-Directed skills.

Grade 7

Students are familiar with the responsibilities and expectations regarding the learning process. 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 the initiative to clarify and complete assignments on time, to demonstrate more self-direction and independence as evidence of readiness for high school expectations.

Academic Intervention Program (AIP)

Students who are failing or are in danger of failing may be referred for an academic intervention program. This program meets three days a week afterschool or four mornings a week before school. AIP 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 will be required to attend summer school.

Summer Programming

Summer School

Students not meeting the requirements of promotion during the regular school year will be required to attend summer school. Programming options will be offered before the end of the final trimester and families will be notified by the school counselor. If students do not attend summer school, they will be required to take an additional block of math, language arts or reading or a recovery course to master the standard and recover the course. This block may be during school or after school depending on the scheduling possible for individual students. There will be a cost associated with summer school.

Library Time

The LMS Library is open weekly in the summer months to allow students to take out library materials. Some of these materials include reading materials, crafting bags, puzzles, games and more. Students may also participate in our book bag subscription program which allows students to receive a bag of books to read and enjoy.

Summer Reading

We value the importance of growing life long readers at LMS, therefore we expect and require our students to participate in summer reading. All LMS students will be required to read one book, of their

choice, throughout the summer months and produce one of the choice assignments. LMS is a strong advocate for the importance of regular and active reading for all of our students and staff and asks that all families encourage that mission. Please visit the LMS library for summer reading information.

School Policies, Procedures, and Regulations

The Student//Parent Handbook which describes in detail all school rules, regulations, and procedures will be available on the school website which allows for easy accessibility for you to refer to throughout the year. All students and parents should read this booklet carefully and become thoroughly familiar with its contents. 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' requests for courses. Students must understand that the scheduling of classes is a complex process, which is started by pupil and teacher 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. School counselors will be available to assist students with scheduling and teachers will be available to families to answer recommendation questions.

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 school counselor's office or the Curriculum Office. No students will be allowed to withdraw from the courses needed to meet program or promotion requirements. Each schedule change will be considered on its merit and will be subject to class size and scheduling constraints.

Grade 6 Program Outline

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

Students will also have a Related Arts Program composed of art, health, computer science, and one related arts course of their choice. Each of these programs will meet daily for one-quarter 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 band, band, chorus, beginning orchestra, orchestra, or exploring music.

Grade 7 Program Outline

Seventh graders will be enrolled in language arts, social studies, science, reading and mathematics. Students will also have a Related Arts Program composed of art, health, computer science, and one related arts course of their choice. Each of these programs will meet daily for one-quarter 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 band, band, chorus, beginning orchestra, orchestra, or exploring music.

Grade 8 Program Outline

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

Students, with the recommendation of their seventh-grade literacy teachers, will take Young Adult Literature 8, or either CP French 1, CP German 1 or CP Spanish 1 for a full year. Additionally, 7th grade teachers may recommend CP Earth and Space and/or CP Algebra 1. One high school credit will be awarded to any student successfully passing a CP course.

8th grade students have options in related arts, which includes music and PE. Required related arts include one quarter of Health and one quarter of PE. Additional options include a year long performance music course, and quarterly options of technology education, computer science, art, Introduction to Spanish and nonperformance music classes.

Student Services

School Counselor

The Londonderry School District Counseling Program's 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. Also, we recognize our responsibility to support the teaching-learning process. Counselors travel through the three grades with their students, promoting stronger connections and a better understanding of the student's and family's needs. 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
- Work with teams to better address student's emotional needs.
- Related Services as determined by IEP
- Lend support to school, career, and personal plans
- Provide preventative counseling
- Coordinate referrals to outside agencies
- Maintain confidences within legal and ethical bounds
- Emergency and crisis counseling

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

- Peer Mentoring
- Career Exploration & Planning
- Section 504/ADA Coordination
- Special Education Support
- Academic Intervention Program
- RTI Team referrals
- Attendance & Truancy Monitoring
- Red Ribbon Week
- Move-Up Activities
- NHSAS Administration
- Class Trip (Grade 8)

- Coordinate applications to elementary to middle school and independent & Private Schools middle school to high school
- Transition programs for
- Summer Academy

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 regularly. The school counseling department's phone number is 432-6925, Ext. 3278

Library Services

Mission Statement:

Empower students and staff with skills to navigate, evaluate, and utilize information effectively, fostering a culture of lifelong learning and responsible information consumption.

Objectives:

- **Access:**
 - o Provide seamless access to diverse library resources, including an easily accessible library webpage for remote access.
- **Instruction:**
 - o Deliver tailored instruction on locating, evaluating, and utilizing resources, equipping students with critical information literacy skills.
- **Collaboration:**
 - o Collaborate with educators to align with district objectives and support the integration of library resources into curriculum.
- **Resource Provision:**
 - o Curate diverse resources including books, eBooks, periodicals, and databases, with continuous assessment and updates for relevance.
- **Supportive Environment:**
 - o Maintain a welcoming environment for academic activities, with clear behavior expectations to promote a respectful learning space.
- **Accessible Hours:**
 - o Operate Monday-Thursday, 7:15 am-3:15 pm, Friday 7:15 am-2:45 pm, closing at 2:45 pm before school vacations and other scheduling adjustments.

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 eligible to receive specialized instruction and related services. Londonderry Middle School offers the continuum of services to meet the needs within the least restrictive environment for students. All students who receive services are included in the regular classroom to the maximum extent appropriate. Special education staff members, school counselors, administrators, teachers, and parents work together as a team, each bringing his/her expertise to each case. Placement in a special education setting is determined by the IEP team.

Language Arts Academic Program

Language Arts 6 focuses on written expression, particularly informative through the research process, text response, and argumentative writing. The six traits of writing are taught and emphasized in all content areas. Vocabulary and grammar are taught and reinforced throughout the year. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

Language Arts 7 focuses on the written expression, with a greater emphasis on expository and argumentative writing. Through the use of mentor texts, new vocabulary is introduced and reinforced. In addition, independent reading is monitored to encourage students to be lifelong readers and provides examples of exemplary writing. The Reading and Language Arts teachers work in conjunction to provide this connection. Command of formal English is practiced as well through an emphasis on attention to the spoken word.

Language Arts 8 focuses on written expression, particularly informative and argumentative writing. Literary terms and academic vocabulary are reinforced through the reading of short stories, mentor texts, and nonfiction material. In addition, independent reading is monitored to encourage students to be lifelong readers and to provide current examples of exemplary writing. Command of formal English is practiced through the written and spoken word.

Mathematics Academic Program

Math in Focus® teaches math concepts to mastery by emphasizing the various facets of each concept and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

The math is taught in a three-step process: concrete, pictorial, and abstract based on the research that people are learning in three stages by first handling the real objects before transitioning to pictures and then to symbols.

Math In-Focus Grade 6

Instructional time will focus on four critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting and using expressions and equations
- Developing an understanding of statistical thinking

High Math 6

This MATH IN FOCUS 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. This class is not accelerated but instead delves deeper into the thinking behind the mathematics taught and the application of these skills.

Advanced 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 meet course requirements successfully. The special curriculum teacher teaches this program.

Math In-Focus Grade 7

Instructional time will focus on the four critical areas of:

- Developing an understanding of operations with rational numbers and working with expressions and linear equations
- Developing an understanding of, and applying proportional relationships
- Solving problems involving scale drawings and informal geometric constructions and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples

Pre-Algebra 7

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

Advanced Math 7 (Pre-Algebra & Algebra)

This course is by recommendation only and 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 meet course requirements successfully. The special curriculum teacher teaches this program.

Math In-Focus Grade 8

Instructional time will focus on three critical areas:

- Formulating and reasoning about expressions and equations including modeling and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity and congruence, and understanding and applying the Pythagorean Theorem

CP Algebra I (Grade 8)

This course is for students who have demonstrated above-average ability. The focus will be on solving and applying algebraic equations. The course includes the following topics: a review of basic math skills, rational numbers, inequalities, polynomials, factoring, graphing linear equations, solving a system of equations, solving linear and quadratic equations, radical expressions, statistics, probability, and percentages. This course satisfies the Algebra credit requirements for high school graduation upon successful completion (pending School Board policy approval) NCAA approved.

CP Algebra 1 Honors

This course is for students who have demonstrated superior mathematical ability. This course is designed to cover the material in Algebra 1 at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program. This class satisfies the Algebra credit requirements for high school graduation if successfully completed. It takes time to emphasize some of the more abstract applications, provide more math talk time and project based assessments and prepares students for the Honors Algebra 2 program at the high school level.

Science Academic Program

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, students 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 started the year prior, 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

The 8th-grade science program involves students in a variety of hands-on activities and labs designed to use the scientific method and inquiry-based science. The year focuses on the following units: Introduction to Chemistry: learning about matter and how it changes, studying atoms and the periodic table of elements; Meteorology: learning about how weather works, accurately measuring weather data using various instruments, reading weather maps, predicting weather and its impact on climate; and Oceanography: learning about the physical, chemical, and geological aspects of the ocean. The culmination of the year includes our annual Floating Lab field trip at the Isles of Shoals, which implements the learning from all units of study.

CP Earth and Space

This technology rich course will involve a detailed study in the life and physical science areas. Computer access provides current data and trends used in the study of physical, environmental, and earth science. The use of scientific methods is incorporated within each subject area, allowing students to participate as scientists in the collection, analysis, and practical application of data for personal and public awareness. Hands-on activities and demonstrations are used to support main concepts relevant to each area of study. Each content area is related to the students' personal lives and encourages the development of scientific ethics needed for active, responsible citizenship. This fulfills the Physical Science requirement for LHS.

Social Studies Academic Program

Social Studies 6

The sixth grade social studies program explores the geography of the western hemisphere through the application of the Five Themes of Geography. Students will examine the human and physical features across the regions of the United States, Canada, Mexico and Central America, South America, and the Caribbean Islands. Skills practiced throughout the year include map interpretation, note-taking, researching, writing, and presenting information. Students will also learn to use and navigate various types of technology. Units presented include Location, Place, Region, Movement, and Human-Environment Interaction.

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. 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 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 civil rights and responsibilities at the local, state, and national levels, will be emphasized as they are important to the participation of American citizens living in a democracy.

Reading

Reading 6

The sixth grade reading program is designed to create skilled readers who use many strategies to construct meaning from text. Students will learn the processes involved in understanding what they read of both fiction and nonfiction reading. Reading skills will be further enhanced through direct vocabulary and comprehension strategy instruction along with collaborative reading with their peers. Literary elements and strategies, including predicting, questioning, clarifying, and summarizing, will be introduced as students explore various forms of literature through novels, teacher read-aloud, and articles. Students may change their reading class throughout the year, per teacher discretion, to ensure the best educational practices are being met. Student class changes are based on teacher observations, district-wide and in-class assessments, and student performance.

Young Adult Literature 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 around nonfiction text, and to further develop essential comprehension skills. Students will engage with the text to further develop fluency and vocabulary knowledge utilizing different types of reading. There will also be an emphasis on reading strategies, summarizing, questioning, predicting and inferring. Units will integrate with content instruction to illustrate that literacy standards are a learning target in all disciplines.

Advanced Young Adult Literature 7

The focus of the high seventh-grade reading program is to accelerate and expand upon the reading skills learned in sixth grade. This course will have a greater focus on nonfiction texts as related to content information, i.e., primary documents, technical texts, and texts at higher reading levels. Additionally, this class will have a focus on building academic vocabulary to help support more rigorous content area reading. Students will strengthen previously taught reading strategies and use other higher-level strategies, i.e., analyzing, inferencing, and comparing and contrasting in conjunction with literature-based instruction.

Young Adult Literature 8

Reading skills developed in seventh-grade reading are reinforced as students continue to build on their 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. There will also be an emphasis on text structure, visualizing, and inferencing in conjunction with literature-based instruction. Additionally, this class will have a focus on building academic vocabulary to help support more rigorous content area reading.

World Languages

CP French 1

This is an introductory course that teaches basic vocabulary, good pronunciation, and elementary grammatical structures. The use of varied audio-lingual and audiovisual teaching techniques stresses all four language skills: listening comprehension, speaking, reading, and writing. Intensive aural-oral practice is offered through a variety of media materials. The student is exposed to Francophone lifestyles and culture through the reading selections, songs, cooking and multimedia. NCAA approved (one high school credit will be awarded upon successful completion.)

CP German 1

This course is designed to introduce the student to the sound system and pronunciation of the German language, to build vocabulary, and to teach the fundamental grammatical concepts. The four basic communications skills – listening, speaking, reading, and writing – are taught through various aural-oral and audiovisual techniques. Students are expected to converse in German on limited topics. Intensive aural-oral practice is afforded through a variety of media materials. The German civilization is presented in a basic introduction to geography, history and contemporary lifestyle. Music, television, and projects are used to enhance the development of the four language skills. NCAA Approved.

CP Spanish 1

This course is designed to introduce the student to the Spanish language and culture. Basic vocabulary and basic grammatical concepts and pronunciation skills are learned through a variety of audio-lingual activities. These may include listening/speaking exercises, mini student dialogues, and skills. Music, puzzles, videos, and projects enhance the development of the four basic language skills: listening, speaking, reading, and writing. NCAA approved (one high school credit will be awarded upon successful completion).

Special Curriculum

The Special Curriculum Enrichment Program will promote an environment of intellectual curiosity and collaboration, which sparks passion and develops confidence in its participants and, in turn, positively impacts the community. The following are a general overview of some of the ways this is accomplished.

Academic Courses: The special curriculum teachers teach various courses throughout the year. The number and type of these courses vary from year to year, depending on student needs, staffing, and administrative goals. These courses require certain criteria for participation, and parents will be notified accordingly.

In-Class Enrichment: The special curriculum team coordinates a variety of school-wide contests, quiz bowls, bees, Olympiads, and national competitions. The department also supports a variety of after school clubs. In addition, our enrichment teachers collaborate with on team, related arts, and world language teachers to promote intellectual curiosity and real-world problem application.

Related Arts Programing

Art

Sixth-grade art offers a fresh approach to the basic principles and elements of design. Through the manipulation of various tools, students will have the opportunity to increase their knowledge and skills in the areas of drawing and painting. We will explore various media with the incorporation of art appreciation and art production. These 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 apply learned vocabulary and build a new and more expansive vocabulary relevant to course topics. 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, painting, and graphic design.

Eighth-grade art options:

Introduction to Painting is a fun and creative nine week class designed to develop foundational skills for painting. All students are welcome, there are no prerequisites needed. Students will study and experiment with a variety of painting techniques and processes while working with watercolor, acrylic paint and India ink. While this course will build upon the student's previous knowledge of the Elements and Principles of Art, students will be introduced to more complex techniques such as perspective, composition, and color theory. Students will create both representational and abstract paintings while exploring different art movements and master painters. This class has a focus on developing critical thinking and self-expression through student art making. Students will be encouraged to express themselves and develop their own personal style.

Handbuilding with Clay

Introduction to Photography is a 9 week course that includes the fundamentals of photography. Students will become acquainted with the DSLR camera, and will consequently gain maximum control of the device. In post-production, students will adjust and finalize photographs using digital enhancing software. We will develop artistic workflow in the classroom. Students will observe key movements and figures in the history of photography, appreciating photography's origin, while becoming its future.

Handbuilding with Clay is a hands-on course where students will explore clay handbuilding using stoneware clay. They will learn to safely handle clay and tools, while mastering three fundamental construction techniques: coil, slab, and pinch-pot. Throughout the quarter, students will design and create unique ceramic pieces and apply their skills in two final summative projects that combine the techniques they've learned. This course encourages creativity, problem-solving, and an introduction to three-dimensional art creation.

Health

Sixth grade health is an introductory course to health & wellness. The main goal is to build a foundation of functional health knowledge and begin to develop important health skills that students can apply to their own daily lives. Students will gain an understanding of how choices impact a person's health and well-being. Sixth graders will work to develop health-enhancing skills such as interpersonal communication and evaluating credible health sources to assist in their decision-making.

Topics may include body systems, stress management, smoking/vaping, and growth & development/puberty.

Seventh grade health will take place in our Healthy Kitchen. It is a kitchen-lab setting that uses fresh vegetables from the school garden. Every student will gain the experience of making their soil that they will use to grow vegetable plants from seed. They will learn to care for growing plants, harvest vegetables. Eventually, they will donate harvested vegetables to the school cafeteria where they will be used with school lunches. In the kitchen, students will gain experience preparing healthy meals and snacks, taste a variety of fruits and vegetables, and experiment with food preservation. The curriculum will also educate students on issues related to their health as growing, developing adolescents. Goal setting, nutrition, tobacco, and other illegal drug use, stress management and fire safety are the other major areas of study throughout this twelve-week course.

Eighth grade health focuses on providing current information to students that will expand their content knowledge in order to make healthy choices now and in the future. Content covered in 8th grade may include mental and social health, first aid, substances and addiction, healthy relationships, sexual education and disease prevention. Skills covered within this content include analyzing influences, advocacy, refusal skills and self-management.

World Language

Exploring French Culture-Grade 6

This is a nine week class in which students will explore all things French in an engaging and interactive way. Students will gain an appreciation of Francophone culture around the world.

Exploring Spanish Culture-Grade 6

This is a nine week class in which students will explore all things Spanish in an engaging and interactive way. Students will gain an appreciation of Spanish and Latin American culture around the world.

Introduction to Spanish-Grade 7

This is a 9 week introductory class to the Spanish language. Students will develop basic communication skills while gaining an understanding of Spanish and Latin American culture and customs. Students will learn how to express and exchange basic personal information with others.

Introduction to French-Grade 7

This is a 9 week introductory class to the French language. Students will develop basic communication skills while gaining an understanding of French culture and customs.

Introduction to Spanish B-Grade 8

This is a nine week course designed to be either continued study of the Spanish language (from grade 7) or an introduction to the Spanish language. Students will review how to exchange and express basic

personal information. They will then learn to describe themselves and others as well as discuss feelings and emotions in Spanish. Students will explore where Spanish is spoken and the culture and customs of Spain and Latin America. *This course can be taken by students who are not able to take a CP World Language Class, or want a further exploration of Spanish language and culture.

Technology Education

Exploring Technology Education -Grade 6

This nine week exploratory class will explore drafting and woodworking, students will use drafting tools to create drawing of wood project that they will then make using hand tools in woodworking

Drafting Technology -Grade 7

This is a nine week class where students will create drawings using auto cad to explore how Mechanical draftsmen and architects create drawings.

Woodworking Technology-Grade 8

This is a nine week course where students will create a woodworking project using all the power tools in the shop. They will learn how to safely use power tools, how to make different woodworking joints and how to put finishes on.

Computer Science

Technology Essentials - Grade 6-Required

This nine week class will explore digital literacy and introduce students to the basics of Google Suite and coding. An emphasis will be placed on digital citizenship and digital footprints. Topics include, but are not limited to, Google Docs, Slides, Sheets, Forms, Drawings, Sites, JavaScript, HTML/CSS and Python.

Intro to Computer Science-Optional

This nine week introductory course will teach students what computer science is and its importance in everyday life. Students will learn what makes a computer a computer and core concepts of digital literacy. Students will engage in advanced programs such as Google Sketch-Up which allow them to draw in 3D. Students will also learn about the many varied jobs in the computer science field to motivate them to pursue more coursework in computer science.

Robotics-Grade 7

This computer science course will engage students in a quarter-long course focused on robotics. Units include hardware, software, cyber security and cyber robotics. Students will have the opportunity to experience hands-on robotics with different robot models. Students will also explore CoderZ, which focuses on block-based Python coding to teach students about sensors, effectors and control systems in

the field of robotics.

Coding-Grade 7

This course will teach students the skills of line coding. They will write basic code using programs like BitsBox and Code.org. Students will code their own apps using Javascript. They will create flow charts and practice annotating code. Students will learn the differences between the coding languages focusing on JavaScript, HTML/CSS and Python and their applications in the real world.

Creative Technology and Media –Grade 8

This nine week course is designed to provide students with an opportunity to explore a variety of other forms of technology and media. Students work in small groups and delve into units on photography, sound recording and editing, video production, and animation. As a class, students will focus on the competencies of creativity and innovation, communication and collaboration, critical thinking, problem solving, decision making, and technology operations. These skills will be applied through skill-building activities, projects, presentations and sharing sessions

Technology Sampler - Grade 8

Try a variety of skills such as: planning a vacation in Excel, green screening a commercial using We Video, creating a website in Google Sites, designing a poster in Canva, creating a video using Stop Motion Studio. Be creative and have fun experiencing a variety of technology tools.

Exploring AI - Grade 8

In this nine week course, students will learn how artificial intelligence works and how to ethically use AI tools. They will explore the social impacts of AI tools and what the future holds for artificial intelligence. Topics include, but are not limited to, chatbots, machine learning, generative AI, and AI engineering.

Physical Education

PE-Grade 6 & 7

Our middle school physical education program is intended to expose students to a variety of activities that build lifelong fitness. While exploring a variety of team and individual athletic activities, students also are taught the value and importance of personal fitness. This is done through the use of Team Sports, Individual, Dual Sports, Adventure Activities, and Fitness Activities.

PE-Grade 8

In Grade 8, at least one quarter of PE is required. However, students may choose to participate in PE more than one quarter. The PE offerings differ throughout the year. Once the quarter begins, students are able to further narrow down their choice. Teachers work with students to determine individual class offerings. *Offerings are subject to change based on weather and available space.

Quarter 1 PE

-Soccer, Football, Archery, Golf, Disc Golf, Biking, Ropes Course, Badminton, Pickle Ball, Track & Field, Frisbee, Fitness, Ultimate Ball

Quarter 2 PE

-Basketball, Volleyball, Bowling, Balance, Circus, Fitness, Table Tennis, Climbing Wall, Handball, Football, Floor Hockey, Snowshoeing

Quarter 3 PE

-Basketball, Volleyball, Bowling, Balance, Circus, Fitness, Table Tennis, Climbing Wall, Handball, Floor Hockey, Snowshoeing.

Quarter 4 PE

-Lacrosse, Diamond Sports, Yard Games, Frisbee, Ropes Course, Biking, Disc Golf, Golf, Archery, Badminton, Pickleball, Fitness, Ultimate Ball

Venture Course

Venture class is offered to 8th graders as a PE option. This class will involve initiative and problem solving activities, challenge courses at levels of low, intermediate and high, while potentially including mountain biking, archery and frisbee golf. This course will be taught quarters 1 and 4 only as the course utilizes the outdoor ropes course.

Performance Music

Chorus

Grade 6 - This class emphasizes a sense of group collaboration and teamwork.. All voices are important and all singers are expected to actively participate, as they learn to be comfortable using their voices to sing with others in unison as well as rounds and partner songs. Members will be exposed to music theory and learn to apply that knowledge to vocal/choral music. They will be exposed to many genres and styles of music. All members are expected to participate in one concert in May which is considered a summative assessment. The 6th grade Chorus class meets 2 - 3 days a week for a full year.

Grade 7 - This class will improve upon the skills learned in 6th grade chorus; those of collaboration and teamwork as well as trust. All voices are important and all singers are expected to actively participate. Members will be exposed to more advanced music theory and learn to apply that knowledge to vocal/choral music in 2 parts.. They will be exposed to various genres and styles of music. All members are expected to participate in two concerts in December and May, which are considered summative assessments. The 7th grade Chorus class meets 2 - 3 days a week for a whole year.

Grade 8 - This class will expand upon the skills learned in 6th and 7th grade chorus; those of collaboration, teamwork, trust and empathy. Members will be exposed to advanced music theory and application to vocal/choral music in 3 parts. They will be exposed to various genres and styles of music. All members are expected to participate in two concerts in December and May three concerts in December, March, and May which are considered summative assessments. The members of 8th grade chorus may take part in performance and/or non-performance field trips throughout the year. The 8th grade Chorus class meets every day for a whole year.

Beginning Band

Grade 6 & 7 - This instructional program is for the 6th and 7th grade students who would like to begin learning a band instrument: trumpet, trombone, saxophone, flute or clarinet. Percussion is not an option. Students learn fundamental scales, practice exercises, and rehearse different pieces of music, in addition to ensemble playing. Only students who succeed in Beginning Band will be encouraged to take Concert Band the following year. Owning or renting an instrument is a requirement of all participants in this program. Instrument rental assistance IS available. Contact the middle school music teacher for more information on how to obtain a gently used instrument from the music department. The 6th and 7th grade Beginning Band class meets 2 - 3 days a week for a whole year.

Concert Band

Grade 6 - This program is open to any student who has at least one year of experience on trumpet, trombone, flute, clarinet, saxophone or percussion. Compositions suitable for band are studied, rehearsed, and performed. Learning a band instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 6th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in one concert in May; which is considered a summative assessment. Owning or renting an instrument is a requirement of all participants in this program. The 6th grade Concert Band class meets 2 - 3 days a week for a whole year.

Grade 7 - This program is open to any student who has at least one year of experience on trumpet, trombone, flute, clarinet, saxophone or percussion. Compositions suitable for band are studied, rehearsed, and performed. Learning a band instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 7th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in two concerts in December and May, which are considered summative assessments. Owning or renting an instrument is a requirement of all participants in this program. The 7th grade Concert Band class meets 2 - 3 days a week for a whole year.

Grade 8 - This program is open to any student who has at least one year of experience on trumpet, trombone, flute, clarinet, saxophone or percussion. Compositions suitable for band are studied, rehearsed, and performed. Learning a band instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 8th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in the March Band O'Rama District Band concert, two concerts in

December and May, as well as marching in the Memorial Day parade. All performances are considered summative assessments. The members of 8th grade Concert Band may take part in performance and/or non-performance field trips throughout the year. Owning or renting an instrument is a requirement of all participants in this program. The 8th grade Concert Band class meets every day for a whole year.

Beginning Orchestra

Grade 6 & 7 - This program is offered to sixth or seventh grade students who have an interest in learning the basics in orchestral string playing, but have not played in the past. This class is, also, for students who participated in Beginning Orchestra as a 6th grader but are not ready for 7th grade Orchestra. Students will choose from the violin, viola, cello, or double bass. Learning a string instrument aids students in self-direction and self-regulation. Scales, exercises, and compositions suitable for beginners will be rehearsed. Students are required to practice at home and will be assessed on knowledge of music and technique. Members are not expected to participate in performances, unless the director believes they are prepared. All members are expected to participate in the March District String Festival and one concert in May; which is considered a summative assessment. Owning or renting an instrument is a requirement of all participants in this program. Instrument rental assistance IS available. Contact the middle school music teacher for more information on how to obtain a gently used instrument from the music department. 6th and 7th grade Beginning Orchestra class meets 2 - 3 days a week for a whole year.

Orchestra

Grade 6 - This program is open to any student who has at least one year of 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. Learning a string instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 6th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in the March District String Festival and one concert in May; which is considered a summative assessment. Owning or renting an instrument is a requirement of all participants in this program. The 6th grade Orchestra class meets 2 - 3 days a week for a whole year.

Grade 7 - This program is open to any student who has at least one year of 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. Learning a string instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 7th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in the March District String Festival and two concerts in December and May, which are considered summative assessments. Owning or renting an instrument is a requirement of all participants in this program. The 7th grade Orchestra class meets 2 - 3 days a week for a whole year.

Grade 8 - This program is open to any student who has at least one year of experience on violin, viola, cello, or double bass. **Students with advanced skill on piano will be accepted into this program by audition only.** Compositions suitable for string orchestra are studied, rehearsed, and performed. Learning a string instrument and participating in a performing ensemble aids students in self-direction, self-regulation, collaboration and teamwork. Scales, exercises, and compositions suitable for 8th grade musicians will be rehearsed, studied, and performed. Students are required to practice at home and will be assessed on knowledge of music and technique. All members are expected to participate in the March District String Festival and two concerts in December and May which are considered summative assessments. The members of 8th grade Orchestra may take part in performance and/or non-performance field trips throughout the year. The 8th grade Orchestra class meets every day for a whole year.

Non-Performance Music

Exploring Music-Grade 6

Exploring music is for students to explore music in a non-performing environment. This is a full-year course and will strive to expose students to a variety of musical genres, instruments and theory. Current trends in the music industry, as well as information on audio equipment and other music consumer issues, can all be explored as well. The goal is for students to discover the many avenues of musical study offered in Londonderry and better decide their path in course selection in the future. The 6th grade Exploring Music meets 2 - 3 days a week for a whole year.

Exploring Music-Grade 7

Exploring music is for 7th grade students to study music in a non-performing environment. Lessons will reinforce prior skills and understanding and expose students to a variety of musical activities. Lesson units may include: Popular song and musical genres; instrument exposure such as various percussion, keyboard, ukulele and/or guitar; music theory in rhythm and melody and application on mallet and/or keyboard instruments; traditional and non-traditional instruments and music making. The goal is for students to discover the many avenues of musical study offered in Londonderry and better decide their path in course selection in the future. Throughout the year, students may have the opportunity to choose the musical topic of discovery. The 7th grade Exploring Music meets 2 - 3 days a week for a whole year.

Keyboard Lab - Grade 8

Have you ever wanted to learn how to play your favorite song on the keyboard? In this class, you will learn how to read treble clef and bass clef notes, as well as utilize the right hand to play melody and the left hand to play chords. Daily practice will take place in class using various keyboard instruments, such as the Xylophone, Piano and Bells. These instruments will be provided to use at school only. The 8th grade Piano Lab class meets every day for one quarter.

Beginning Guitar Jam - Grade 8

Have you ever dreamed of playing the guitar? Whether you love music, want to play guitar for your family and friends, or desire to be a music star, this course is a great place to start. No prior music

experience is needed. You will learn the fundamentals of music and the basic skills necessary to play a wide variety of music styles. Students will be guided through each step of this journey towards becoming a skilled guitarist and musician. The 8th grade Beginning Guitar Jam class meets everyday for one quarter.

8th grade Music Then and Now

This course will provide students with an overview of Pop music, covering a variety of styles from the early roots of Blues, Rock and Jazz to now. Students will acquire basic knowledge and listening skills, making future music experiences more informed and satisfying. The 8th grade Music Now and Then class meets everyday for one quarter.

8th Grade Rhythm & Melody

In this quarter long class, students will be introduced to the basic elements of music, including rhythm and melody. Upon practicing and building their skills in each area, they will have various opportunities to apply their knowledge through performance techniques using mallet instruments, boomwhackers and drums, as well as creating their own musical compositions, using programs like Chrome Lab and Drumbit.

Interscholastic Programs

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 their activity of choice.

Athletics

The middle school athletic program offers students a variety of organized athletic opportunities in the fall, winter, and spring season. The middle school is a member of the Tri-County League and competes against other middle schools of similar size. The athletic program is coordinated through Londonderry High School Athletic Department, and more information can be found via the website.

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 at school after 8:05 a.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 transfer of drugs and alcohol will lose their eligibility to participate in co-curricular activities for 180 days. 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 inappropriately or fails to keep up with his/her classwork 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 before 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.

Sports

Fall	Girls Cross Country		
	Boys Cross Country		
	Girls Field Hockey	M-Team	L-Team
	Girls Soccer	M-Team	L-Team
	Boys Soccer	M-Team	L-Team
	Volleyball	M-Team	L-Team
Winter	Girls Basketball	M-Team	L-Team
	Boys Basketball	M-Team	L-Team
	Cheerleading	M-Team	L-Team
	Wrestling		
Spring	Boys Baseball	M-Team	L-Team
	Girls Softball	M-Team	L-Team
	Track & Field		
	Boys Lacrosse	M-Team	L-Team
	Girls Lacrosse	M-Team	L-Team

Activities & 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 utilizing the daily announcements and posters. Students who desire to initiate an activity not listed are encouraged to contact the administration.

- Boys Respect
- Girls Respect
- Clef Singers
- Color guard
- Drama Club
- Drama Stage Crew
- Girls Book Group
- Intramural Golf
- Intramural Tennis
- Jazz Ensemble
- Newspaper Club
- Photography Club
- Pop Stars
- Recreation Club
- Recycling Club
- Robotics
- Safe Sitter Course
- Science Club
- S.E.T. Club (Science, Engineering, Technology)
- Strategy Games Club
- Student Council
- Workout Club
- Yoga