LONDONDERRY MIDDLE SCHOOL



PROGRAM OF STUDIES

2026-2027

Londonderry Middle School -Contact Information

313 Mammoth Rd.
Londonderry, NH 03053

Website: lms.londonderry.org

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

Report Attendance	432-6925 Ext. 3701
Main Office	432-6925 Ext. 3000/3001
Principal – Mr. William Van Bennekum	432-6925 Ext. 3004
Assistant Principal Grade 8 - Mr. David Sutherland	432-6925 Ext. 3146
6th & 7th Grade Office	432-6925 Ext. 3178
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. 3006
Special Education Director – Mrs. Phyllis Donaldson	432-6925 Ext. 3007
School Counselors Office	432-6925 Ext. 3140
Nurses	432-6925 Ext. 3008/3009
Library/Media Center	432-6925 Ext. 3015/3016
Curriculum Coordinator – Mrs. Meaghan Nason	432-6925 Ext. 3003
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. 2063
Food Service Director – Mrs. Krystle Connell	432-6941 Ext. 2234
LMS Cafeteria Manager – Mrs. Kristy Montogomery	432-6925 Ext. 3011
Transportation Office	668-2878

TABLE OF CONTENTS

Contact Information **2**
Londonderry Middle School 6
Program of Studies 6
Promotion **4**
Grade Level Expectations **4**
Academic Intervention Program (AIP) **4**
School Counselor **6**
Library Services **2**
Special Education Services **7**
Language Arts 6 **7**
Language Arts 7 **7**
Language Arts 8 **7**
Math In-Focus Grade 6 **8**
High Math 6 **8**
Advanced Math 6 **8**
Math In-Focus Grade 7 **8**
Pre-Algebra 7 **8**
Advanced Math 7 (Pre-Algebra & Algebra) **9**
Math In-Focus Grade 8 **9**
CP Algebra I (Grade 8) **9**
CP Algebra 1 Honors **9**
Exploring Science 6 **9**
Exploring Science 7 **10**
Exploring Science 8 **10**
CP Earth and Space **10**
Social Studies 6 **10**
Geography 7 **10**
American Studies 8 **11**
Reading 6 **11**
Young Adult Literature 7 **11**
Advanced Young Adult Literature 7 **11**
Young Adult Literature 8 **12**
CP French 1 **13**

CP German 1 13
CP Spanish 1 13
Art 14
Health 14
World Language 15
Technology Education 16
Computer Science 16
Physical Education 17
Venture Course 18
Performance Music 18
Non-Performance Music 21
Interscholastic Programs 22

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

- To expose students to a variety of teaching/learning methods
- To provide academic programs and experiences appropriate to the needs, interests, and abilities of each student
- To provide students voice and choice in their learning process
- 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
- To offer opportunities for research, creative and critical thinking, and problem-solving
- To offer opportunities for student-directed learning and goal setting
- To give each student quality educational experiences which will enrich life and provide the information to become a productive, successful member of society
- To teach students effective study habits and organizational skills

- To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services, and skills
- To provide students opportunities for participation in a wide selection of competitive, non-competitive, group, and individual activities based on their interest and abilities
- To begin preparing students to assume their roles as active participants in a democratic and multicultural society
- To involve students in the development and application of school activities, programs and policies
- To keep students informed of the current health issues found in today's society

Focused Learning Time & Academic Enrichment

The middle school will continue to embrace the components of young adolescent development within the academic day. Our schedule includes a balance of days with additional academic support as well as days with longer class periods. On those days with additional support, 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. Some courses are grouped by achievement/ability. 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, supported 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 after school 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.

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 q

uestions.

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 related arts courses which include art, computer science, and an introduction to Spanish course. Each of these programs will meet daily for one-trimester 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 related arts courses which include art, health, and computer science. Each of these programs will meet daily for one trimester 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, social studies, science, and mathematics for the full year.

Students, with the recommendation of their seventh-grade literacy teachers, will take Young Adult Literature, 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.

Students will also have related arts courses which include art, health, and computer science or woodworking. Each of these programs will meet daily for one trimester 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 band, chorus, orchestra, or exploring music.

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 independent & Private Schools

1. Transition programs for elementary to middle school and middle school to high school
2. 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:**
    - Provide seamless access to diverse library resources, including an easily accessible library webpage for remote access.

- **Instruction:**
    - Deliver tailored instruction on locating, evaluating, and utilizing resources, equipping students with critical information literacy skills.
- **Collaboration:**
    - Collaborate with educators to align with district objectives and support the integration of library resources into curriculum.
- **Resource Provision:**
    - Curate diverse resources including books, eBooks, periodicals, and databases, with continuous assessment and updates for relevance.
- **Supportive Environment:**
    - Maintain a welcoming environment for academic activities, with clear behavior expectations to promote a respectful learning space.
- **Accessible Hours:**
    - 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

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

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

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 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 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 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

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.

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.

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 Physical, 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

Amplify ELA is a rigorous, blended program designed for middle school students. Centered on complex, engaging texts, the curriculum develops critical reading, analytical writing, speaking, and listening skills through collaborative discussions, research, and evidence-based argumentation. Students explore a diverse range of literary and informational texts while building literacy skills, deepening content knowledge, and strengthening their ability to think critically and communicate effectively.

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.

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, 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

Art 6

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.

Art 7

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.

Art 8

Eighth-grade art Visual Arts program builds upon the foundational skills and concepts developed in Grades 6 and 7, guiding students toward greater independence, creativity, and critical thinking in their artistic practice. This course emphasizes the thoughtful integration of the elements and principles of design, encouraging students to apply these concepts in increasingly sophisticated and innovative ways.

Students will expand their visual arts vocabulary and use discipline-specific language to analyze, interpret, and discuss works of art. Through ongoing sketchbook practice, students will develop personal expression, experiment with a variety of techniques and media, and document their creative process. Instruction focuses on deepening skills in drawing, painting, and graphic design, with an emphasis on craftsmanship, composition, and creative problem-solving. Students will engage in both guided and independent projects that foster originality, risk-taking, and reflection.

Health

Health 7

Seventh grade health is an introductory course focused on overall health and wellness. The primary goal is to build a foundation of essential health knowledge while helping students develop practical skills they can use in their everyday lives. Students will learn and practice health-enhancing behaviors such as basic first aid, maintaining a balanced diet, and making safe, drug-free choices. The course may cover topics including personal hygiene, body systems, the effects of smoking and vaping, and an introduction to puberty and human reproduction.

Health 8

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 includes mental health, substances and addiction, healthy relationships, sexual education and disease prevention. Skills covered within this content include analyzing influences, advocacy, refusal skills and self-management.

Technology Education

Woodworking Technology-Grade 8

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

Computer Science

Technology Essentials - Grade 6

This trimester-long course will explore digital literacy and introduce students to the basics of Google Suite and other applications such as Canva, WeVideo and more. An emphasis will be placed on digital literacy with these applications, digital citizenship, and digital footprints. Students will engage in project-based learning opportunities through multiple computer applications and develop real-world digital skills.

Computer Science 7

This computer science course will engage students in a trimester-long course focused on multiple fields such as robotics and coding. Units include hardware, software & coding, cyber security, and robotics. Students will have the opportunity to experience hands-on robotics with different robot models. Students will code their own programs. 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 trimester long 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.

Physical Education

Physical Education Grades 6-8

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.

World Language

Exploring Spanish Culture

This is a trimester long course in which students in grade 6 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.

Music

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, partner songs and 2 part singing. 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 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 - one in December and one in 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, and trust. 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 three concerts - one in December, one in March, and one in 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 2 - 3 days a week 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 - one in December and one in 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 December Winter Concert, March Band-O-Rama District Band concert, May Spring Concert, as well as march in the Memorial Day parade. All performances are considered summative assessments. The members of 8th grade 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 2 - 3 days a week 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. 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. 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 December Winter Concert, March District Orchestra Concert, and May Spring Concert which are all 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 December Winter Concert, March District Orchestra Concert, and May Spring Concert which are all 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 2 - 3 days a week 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, 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.

Exploring Music - Grade 8

Exploring Music for 8th grade is a non-performing course designed for students to dive deeper into the world of music without the pressure of a traditional ensemble. Building on prior knowledge, this class focuses on hands-on activities and fresh musical perspectives. Throughout the year, you will explore everything from the evolution of popular song genres to practical instrument exposure with the ukulele, guitar, keyboards, and percussion. You'll also master music theory—specifically rhythm and melody—and apply those skills to mallet and keyboard instruments while exploring both traditional and non-traditional ways of making music. The primary goal is to help you discover the many musical avenues offered in Londonderry, allowing you to make more informed decisions about your future course selections. To keep the curriculum engaging, you will often have the opportunity to choose your own topics of discovery. This course meets 2–3 days a week for the full school year.

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
- Girls That Code
- 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