

2025-2026
Garnet Valley Middle School
Course Selection Guide and
Student Handbook



“Achieving our best through creativity, compassion, and community.”



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Mission Statement

It is the mission of the Garnet Valley School District to provide a stimulating learning environment that provides quality educational opportunities for all students. In pursuit of this mission, the Garnet Valley School District will:

- Exude enthusiasm for the learning process.
- Address the unique needs of each learner.
- Endeavor to provide all students with a solid educational foundation for lifelong learning.
- Help students develop their thinking skills.
- Prepare students for responsible citizenship in a world of constant change.
- Develop a high-performing workforce.

Vision Statement

The vision of the Garnet Valley School District is to be a premier school district committed to continual improvement characterized by:

- High educational standards and expectations.
- Exemplary programs and instruction for all students.
- A safe learning environment.
- Students who possess the skills to achieve in a global community.
- Commitment to inspiring lifelong learning.

Garnet Valley Middle School

601 Smithbridge Road
Glen Mills, PA 19342



Dear GVMS Community,

The purpose of this course selection guide is to provide both students and parents the opportunity to preview, discuss, and tailor course selections with a focus on student needs, interests, and future goals.

We are excited for you and your family to begin discussing how next year will look! Please note that availability of courses listed in the program guide is based on a variety of facts such as the total number of student requests for specific elective courses as well as our staffing and other available resources. While we attempt to provide students with their top selections, students are not guaranteed their top elective selection(s). However, we are confident that we work on meeting the needs of all of our students and strive to provide the best possible schedule for each of our students here at Garnet Valley Middle School.

Students and parents with questions or concerns regarding course placements are encouraged to contact the student's teachers and/or their school counselor. Information in this guide is accurate as of the date of publication and is subject to change at any time due to updates district, state, or federal changes. Please refer to the online version of this guide for the most up-to-date version.

Sincerely,

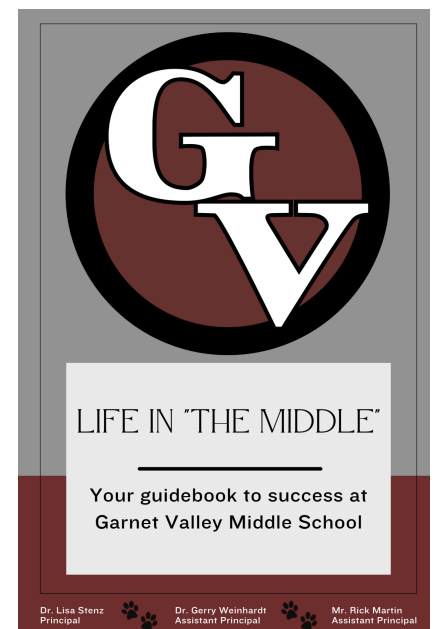
Lisa Stenz, Building Principal

Rick Martin, Assistant Principal

Gerry Weinhardt, Assistant Principal

Middle School Students and Parents

- Consult your school counselor if you have any questions about the course selection process.
- Availability of courses listed in the program guide depends on student requests, staffing, and other resources and are subject to change.
- Students are not guaranteed their top elective selection(s).



[Click here](#) to learn more about
Life in "The Middle"

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Overview of Master Schedule

The “analyze-research-prototype” process began in December of 2016. There were many reasons for considering a change to the current schedule. Perhaps most significant was that the current schedule has been in place for over 25 years with only minor revisions. Our school’s student population grew from 500 students to approximately 1,150 students during this period.

Along with enrollment increases, in 2016, our district signed the Future Ready Pledge and made a commitment to the Garnet Valley community to prepare our students to be “future ready” for the demands of today’s global society. As part of this process, Garnet Valley dedicated itself to creating a personalized learning environment that is student-centered and flexible. Our committee quickly realized that the current schedule restricted students’ and teachers’ ability to personalize learning. The committee met monthly, after school, to examine every aspect of the schedule, visit other middle schools, and ultimately find ways to maximize student-centered opportunities. As a result of this thorough process, the team agreed to the following non-negotiables for the 2019-2020 master schedule:

- Maximize student-centered opportunities
- Create more instructional minutes
- Implement student choice in our unified arts program
- Maintain teaming across all grades
- Maintain the daily rotation of classes
- Implement an advisory period
- Create flexibility

Our current iteration of the master schedule consists of 55 minute periods for all classes, a G.O.A.L. period, student choice in elective courses, and more opportunities for flexibility and personalization. Although the overall framework of our new master schedule has been developed for a few years now, there will always be aspects that need to be continuously reviewed and refined.



Course Selection Requirements By Grade

6th Grade Course Areas	7th Grade Course Areas	8th Grade Course Areas
<u>Core Classes</u> English Language Arts Math Science Social Studies	<u>Core Classes</u> English Language Arts Math Science Social Studies	<u>Core Classes</u> English Language Arts Math Science Social Studies
<u>Required Classes</u> Art Foundations General Music Health Physical Education Intro to Technology Education	<u>Required Classes</u> Nutrition and Textile Construction (Family and Consumer Science) Health Physical Education	<u>Required Classes</u> Entrepreneurship (Computer Science) Health Physical Education
<u>Elective Classes & Supports</u> 0.75 credits	<u>Elective Classes & Supports</u> 1.25 credits	<u>Elective Classes & Supports</u> 1.25 credits



General Information

Semester System

Garnet Valley Middle School operates on a semester system. Each school year is divided into two semesters, and each semester is divided into two grading periods. All core content courses meet daily and are two semesters in length. All elective courses meet every other day and are a semester in length. *Certain courses such as world language, Performing Arts(Band, Chorus, Orchestra) meet every other day but require students to commit to two semester-long classes.

G.O.A.L.

All students will have a scheduled G.O.A.L. period during the day. This time serves a different purpose for each student. G.O.A.L stands for Goal-Oriented Academic Learning. Students are strongly encouraged to properly plan for a schedule that realistically accounts for their academic as well as personal needs and goals.

During G.O.A.L, our building specialists will implement targeted interventions throughout the building. These targeted interventions will provide students with the opportunity to work in a small group setting for a set duration of time. Our specialists will provide notification prior to the start of any intervention.

Placement Process

Student placement decisions will be based on student performance and progress throughout the year. GVMS uses multiple data points to decide the appropriate course placement to challenge and support your child.

If you have any questions about a specific course placement, please contact the teacher or school counselor.

Grading Scale

The Garnet Valley Middle School has adopted a ten-point grading scale to align with the Garnet Valley High School's grading scale.

Final Average	Letter Grade
97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

**6th Grade****Core Content Courses****6th Grade ELA****(Required - Placement Process)****Credit: 1.00****Length: Year****Courses: ELA Enrichment, Grade Level ELA 6, and Resource ELA 6****Enrichment ELA 6****Course Number: 160E**

This course is designed for a motivated, independent, and self-directed student with complex and abstract thinking skills. Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. These students will need to analyze, synthesize, and evaluate grade-level and above-level texts. The enrichment student is consistently performing above grade level in relation to reading, writing, and/or vocabulary based on the PA Core Standards.

Grade Level ELA 6**Course Number: 1601**

Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. The grade-level student is typically independently performing near, at, or above grade level in reading, writing, and/or vocabulary based on the PA Core Standards. Students will work to build analysis, synthesis, and evaluation skills with grade-level and above-level text.

Resource ELA 6**Course Number: 16RR**

Students in this course will engage in a research-based comprehensive direct instruction literacy program. Research shows that a comprehensive direct instruction literacy program for adolescent learners includes instruction on both the word level and comprehension skills. Lessons will focus on the essential components of literacy. This course is taught by a special education teacher, with adjustments in pacing and repetition of concepts. These students need extra literacy support in the area of independent reading and writing. Students will work to build analysis, synthesis, and evaluation skills with below or on grade-level text. The resource room student is performing below grade level in reading, writing, and/or vocabulary based on the PA Core Standards.

**6th Grade Math****(Required - Placement Process)****Credit: 1.00****Length: Year****Courses: Accelerated Pre-Algebra 6, Accelerated Math 6, Grade Level Math 6, Resource Math 6****Accelerated Pre-Algebra 6****Course Number: 260A**

The course is designed for 6th-grade students preparing to take Algebra I in 7th grade. This course will address content and skills contained in the 7th and 8th grade PA Core Standards. This course is designed for the motivated, independent, and self-directed 6th-grade student who has developed complex and abstract thinking skills. Because of the accelerated pace, students will experience a significant increase in the amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and expression of a strong interest in mathematics.

Accelerated Math 6**Course Number: 260E**

This course is designed for the motivated, independent, and self-directed student who has developed complex and abstract thinking skills. The accelerated student is typically performing above grade level in relation to mathematical skills and concepts based on the PA Core Standards. The 6th-grade course will include in-depth treatment of the content of the PA Core 6th grade standards as well as content from the 7th grade standards. These students will be required to analyze, synthesize, and apply to grade and above grade-level standards.

Grade Level Math 6**Course Number: 2601**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. The grade level math student is typically performing independently near, at, or above grade level in automaticity and application of math concepts based on the PA Core Standards. These students will be required to analyze, synthesize, and apply all grade-level standards.

Resource Math 6**Course Number: 26RR**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. It is taught by a special education teacher, with adjustments in pacing and repetition of concepts. The resource room student is performing below grade level in relation to the PA Core Standards, and these students need extra support to continue to build independence. Students will work to build skills in analysis, synthesis, and application of as many of the standards as possible.



6th Grade Science
Credit: 1.00
Courses: Science 6

(Required)
Length: Year

Science 6

Course Number: 3600

This Science course aligns to the Pennsylvania Academic Standards for Science and Technology and includes practices and content from the Next Generation Science Standards. Students will examine Earth and Earth systems and our planet's role in the solar system. The skills of problem-solving, experimental design, forming arguments, and constructing models will be emphasized throughout the course. Students will analyze, synthesize and evaluate scientific data and theories. They will develop the skills of making claims supported with strong evidence and backed with valid reasoning and observational data.

6th Grade Social Studies
Credit: 1.00
Courses: Social Studies 6

(Required)
Length: Year

Social Studies 6

Course Number: 4600

This Social Studies course aligns to the Pennsylvania Academic Standards for Social Studies, as well as the Pennsylvania Core Standards for Reading & Writing for History and Social Studies. Students will examine Global, Cultural and Historical Literacy across a variety of countries and will support student practice in the skills of close reading, analyzing, contextualizing, and sourcing. The units of study include but are not limited to: the Seven Elements of Culture, Five Themes of Geography, and the evolution of Ancient Civilizations to Modern Day Societies. Students will analyze, synthesize and evaluate historical events using primary and secondary sources as well as a variety of media. They will develop the essay writing skills of making claims supported with strong evidence and backed with valid reasoning.

**Student Support Electives****Recommendation Required****6th Grade Academic Methods****Course Number: 8611****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, organizational skills, and executive functioning skills.

6th Grade Academic Methods**Course Number: 8621****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and autistic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

6th Grade Academic Methods**Course Number: 8631****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and emotional support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

6th Grade Academic Methods**Course Number: 8641****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and life skills support from special education teachers. This program is designed to support students in their assigned courses and focuses on skill development related to IEP goals.

6th Grade ATP I**Course Number: 8651****Credit: 0.25****Recommendation required through GIEP****Length: Semester**

This course focuses on providing students with the skills necessary to be successful in middle school. Students who qualify for this program will engage in a range of activities focusing on collaboration, creativity, and critical thinking. Through hands-on explorations, students will be able to highlight their interests and leadership skills. Collaborative problem-solving skills will also be emphasized as students will work in groups to complete activities while learning about past and present historical sites and how technology is being used to help bring these sites to life.

6th Grade ATP II**Course Number: 8652****Credit: 0.25****Recommendation required through GIEP****Length: Semester**

This course focuses on students as innovators. Students who qualify for this program will be working in collaborative groups to create short films, complete with storyboards and scripts. Students will be taking on different roles in the filming process and will then edit and enhance their work through technology. Students will then learn about reverse engineering and how to better understand products by breaking them down into their smaller components.



Required Courses

6th Grade Art Foundations

Course Number: 5610

Credit: 0.25

(Required)

Length: Semester

In sixth grade art, students explore a variety of media as they continue to build their skills in drawing, painting, graphics, and sculpture. Theory is introduced to further elaborate upon ideas about color, perspective, and design. Teachers discuss artists, artwork, and provide technique demonstrations to develop the four strands of art education: art appreciation, art history, art production, and art criticism; as well as problem-solving and critical thinking skills

6th Grade Health

Course Number: 6610

Credit: 0.25

(Required)

Length: Semester

The health education program is designed to motivate and encourage active student participation in developing life skills for optimal health. Students will focus on mental, social and emotional health, first aid, and physical fitness. The curriculum will be delivered using a variety of teaching styles to optimize and accommodate student learning. A main goal of the program is for students to apply the knowledge gained to make healthy lifestyle decisions.

6th Grade Health: PAL (Peer Assisted Learning)

Course Number: 6613

Credit: 0.25

(Fulfills Health requirement)

Length: Semester

***Required teacher recommendation is needed to be considered for this class.**

PAL Health enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated health requirement. PAL Health pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.

6th Grade Physical Education

Course Number: 6620

Credit: 0.25

(Required)

Length: Semester

Students will be exposed to a wide range of sports skills and lifetime activities. Class focus will be on skill acquisition and proficiency. In addition to physical activity, emphasis will also include identifying the purpose for safe practices, rules, procedures, and sportsmanship.

6th Grade Physical Education: PAL (Peer Assisted Learning)

Course Number: 6623

Credit: 0.25

(Fulfills PE requirement)

Length: Semester

***Required teacher recommendation is needed to be considered for this class.**

PAL PE enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated PE requirement. PAL PE pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.



6th Grade General Music

(Required)

Course Number: 5640

Credit: 0.25

Length: Semester

6th Grade Music Class will explore the "ingredients" of music and apply them through active participation on a variety of classroom instruments. This class will meet every other day for a semester.

6th Grade Introduction to Technology Education

(Required)

Course Number: 5650

Credit: 0.25

Length: Semester

In this course, students will be introduced to Instrumental drafting, S.T.E.M. exploration, and woodworking. Visual Communications: Sixth graders will be introduced to instrumental as well as C.A.D. (Computer-aided drafting). The main focus of this unit is applied measurement in both Standard and Metric measurements. Sixth graders will have the opportunity to explore S.T.E.M. while creating a Rube Goldberg machine. Students will use engineering, problem-solving skills, and research and design to implement their inventions. Woodworking: This is the first opportunity to work with hand tools and age-appropriate machine tools. Our main goals are shop safety, proper use and identification of hand and power tools, eye-hand coordination, and confidence. Students will utilize and strengthen these skills during the process of creating a wooden gumball machine.



Elective Courses

The sixth-grade schedule provides students with 0.25 - 0.75 credits of electives.

6th Grade Performing Arts: Band, Chorus, Orchestra

Course Number: 5641

Credit: 0.50

Length: Year-long

***Required performances- Winter Concert in December and Spring Concert in May.**

***Additional performance opportunities will be announced by your director.**

Students enrolled in band/chorus/orchestra will develop musicianship and performance techniques by rehearsing standard literature of a variety of genres. Students will enhance skills on their instrument/voice through solo and ensemble repertoire while learning the history and theory behind their musical practice. Students are not required to be in all three performing ensembles. However, students who wish to be in more than one performing ensemble will be given the opportunity to do so during this assigned class period. Each ensemble will meet every other day for the entire school year.

6th Grade Computer Literacy

Course Number: 5621

Credit: 0.25

Length: Semester

This course is an introduction to various technologies in the context of business and other real-world situations. Topics include organizing data, turning data into a visual graphic, using spreadsheet software, and using various technologies to create presentations. Students will also be introduced to the problem-solving process in the context of computer science.

6th Grade Exploratory Family and Consumer Science

Course Number: 5631

Credit: 0.25

Fee: Lab fee

Length: Semester

In this course, students will be introduced to basic life skills, including beginner sewing and textile procedures, making healthy food choices, preparing and evaluating certain recipes, and beginning to explore career interests. The class will include time in both the food and textile classroom lab spaces.

6th Grade Fitness for Life

Course Number: 6622

Credit: 0.25

Length: Semester

Students will be introduced to movement skills and fitness concepts and evaluate health and skill-related components of fitness in lifetime activities. During this course, you will create, implement, monitor, self-assess, and modify a personal health and fitness plan along with exploring activities and games that can be pursued throughout a lifetime.

6th Grade Healthy Living through Horticulture and Aquaculture

Course Number: 6611

Credit: 0.25

Fee: Lab fee

Length: Semester

This will be an introduction into learning the basics of horticulture and aquaculture and how it impacts our health. The course will be designed to allow students to have hands-on experience in and out of the classroom. The course will be an excellent way for students to explore various forms of mindfulness. Students will learn the skills of communication, teamwork, leadership, measurement, data collection, and data analysis.



6th Grade Team Sports

Course Number: 6621

Credit: 0.25

Length: Semester

This program offers students the opportunity to engage in a wide variety of competitive team activities and sports with the emphasis placed on promoting and maintaining a healthy active lifestyle.



7th Grade

Core Content Courses

7th Grade ELA (Required and Recommendation)
Credit: 1.00 Length: Year
Courses: Enrichment ELA 7, Grade Level ELA 7, ELA Resource 7

Enrichment ELA 7 Course Number: 170E

This course is designed for a motivated, independent, and self-directed student with complex and abstract thinking skills. Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. These students will need to analyze, synthesize, and evaluate grade-level and above-level texts. The enrichment student is consistently performing above grade level in relation to reading, writing, and/or vocabulary based on the PA Core Standards.

Grade Level ELA 7 Course Number: 1701

Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. The grade-level student is typically independently performing near, at, or above grade level in reading, writing, and/or vocabulary based on the PA Core Standards. Students will work to build analysis, synthesis, and evaluation skills with grade-level and above-level text.

Resource ELA 7 Course Number: 17RR

Students in this course will engage in a research-based comprehensive direct instruction literacy program. Research shows that a comprehensive direct instruction literacy program for adolescent learners includes instruction on both the word level and comprehension skills. Lessons will focus on the essential components of literacy. This course is taught by a special education teacher, with adjustments in pacing and repetition of concepts. These students need extra literacy support in the area of independent reading and writing. Students will work to build analysis, synthesis, and evaluation skills with below or on grade-level text. The resource room student is performing below grade level in reading, writing, and/or vocabulary based on the PA Core Standards.

**7th Grade Math****(Required and Recommendation)****Credit: 1.00****Length: Year****Courses: Courses: Algebra I 7, Accelerated Math 7, Grade Level Math 7, Resource Math 7****Algebra I 7****Course Number: 27A1****This is a high school level course. Students will take the Algebra I Keystone exam in the spring.*

This course is designed for 7th-grade students who are preparing to take Geometry in 8th grade. This course will cover the eligible content for the Algebra I Keystone exam and will be taught with the pacing and depth of a high school honors course. This course is designed for the motivated, independent, and self-directed 7th-grade student who has developed complex and abstract thinking skills. Students will be expected to manage a significant amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and expression of a strong interest in mathematics.

Accelerated Math 7**Course Number: 270A**

This course is designed for 7th-grade students who are preparing to take Algebra I in 8th grade. This course will address content and skills contained in the 7th and 8th grade PA Core Standards. This course is designed for the motivated, independent, and self-directed student who has developed complex and abstract thinking skills. Because of the accelerated pace, students will experience a significant increase in the amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and express a strong interest in mathematics.

Grade Level Math 7**Course Number: 2701**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. The grade level math student is typically performing independently near, at, or above grade level in automaticity and application of math concepts based on the PA Core Standards. These students will be required to analyze, synthesize, and apply all grade-level standards.

Resource Math 7**Course Number: 27RR**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. It is taught by a special education teacher, with adjustments in pacing and repetition of concepts. The resource room student is performing below grade level in relation to the PA Core Standards, and these students need extra support to continue to build independence. Students will work to build skills in analysis, synthesis, and application of as many of the standards as possible.



7th Grade Science

Credit: 1.00

Courses: Enrichment Science 7, Science 7

(Required and Recommendation)

Length: Year

Enrichment Science 7

Course Number: 370E

This Science course aligns to the Pennsylvania Academic Standards for Science and Technology and includes practices and content from the Next Generation Science Standards. Students will examine life science and the interactions between organisms. The skills of problem solving, experimental design, forming arguments, and constructing models will be emphasized throughout the course. Students will analyze, synthesize and evaluate scientific data and theories. They will develop the skills of making claims supported with strong evidence and backed with valid reasoning and observational data.

This course is designed for the motivated, independent, and self-directed student who has developed complex and abstract thinking skills. Students will experience a significant increase in the amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and express a strong interest in science. Topics will be explored to a depth that exceeds the grade-level standards.

Science 7

Course Number: 3700

This Science course aligns to the Pennsylvania Academic Standards for Science and Technology and includes practices and content from the Next Generation Science Standards. Students will examine life science and the interactions between organisms. The skills of problem-solving, experimental design, forming arguments, and constructing models will be emphasized throughout the course. Students will analyze, synthesize and evaluate scientific data and theories. They will develop the skills of making claims supported with strong evidence and backed with valid reasoning and observational data.

7th Grade Social Studies

Credit: 1.00

Courses: Social Studies 7

(Required)

Length: Year

Social Studies 7

Course Number: 4700

This Social Studies course aligns to the Pennsylvania Academic Standards for Social Studies, as well as the Pennsylvania Core Standards for Reading & Writing for History and Social Studies. Students will examine the ideas that shaped the United States of America and will practice in the skills of close reading, analyzing, contextualizing, and sourcing. The units of study include but are not limited to early Native Americans, Exploration, the 13 Colonies, American Revolution, and the Constitution. This course also includes a study of Pennsylvania State History. Students will analyze, synthesize and evaluate historical events using primary and secondary sources as well as a variety of media. They will develop the essay writing skills of making claims supported with strong evidence and backed with valid reasoning.



Student Support Electives
Recommendation Required

7th Grade Academic Methods**Course Number: 8711****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, organizational skills, and executive functioning skills.

7th Grade Academic Methods**Course Number: 8721****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and autistic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

7th Grade Academic Methods**Course Number: 8731****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and emotional support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

7th Grade Academic Methods**Course Number: 8741****Credit: 0.50****Required when recommended through an IEP Team Decision****Length: Year**

Students who qualify can receive academic and life skills support from special education teachers. This program is designed to support students in their assigned courses and focuses on skill development related to IEP goals.

ATP I**Course Number: 8751****Credit: 0.25****Recommendation required through GIEP****Length: Semester**

This course allows students who qualify for this program to discover financial literacy skills needed to be responsible decision-makers in today's society. Students will complete a career study where they analyze the skills and pathways needed to attain a certain profession and apply their financial knowledge to devise a realistic budget for that chosen career. To continue their career studies by looking at a specific field, students are then introduced to the amazing machine of the human body! Students will investigate multiple body systems and gain an understanding of how they all work together, connecting multiple intelligences to the worlds of anatomy and physiology.

ATP II**Course Number: 8752****Credit: 0.25****Recommendation required through GIEP****Length: Semester**

This course allows students who qualify for this program to look at innovative technologies and careers. Emerging technologies such as artificial intelligence, 3D design, and virtual and augmented reality are examined through hands-on investigations. Students then continue to use their critical thinking skills to learn about game design and focus on topics such as character development and user experience. Students will analyze a variety of games while considering what makes a game engaging and enjoyable.



Required Courses

7th Grade Family and Consumer Science: Nutrition and Textile Construction
Course Number: 5730

Credit: 0.25

(Required)

Length: Semester

Fee: Lab fee

In this course, students will continue to build on sewing and textile skills including the completion of one basic sewing project. Also covered will be an introduction to the importance of a healthy breakfast, basic food preparation techniques, and career exploration and discovery.

7th Grade Health

Course Number: 6710

Credit: 0.25

(Required)

Length: Semester

The health education program is designed to motivate and encourage active student participation in developing life skills for optimal health. Students will focus on diseases and nutritional concepts. The curriculum will be delivered using a variety of teaching styles to optimize and accommodate student learning. A main goal of the program is for students to apply the knowledge gained to make healthy lifestyle decisions.

7th Grade Health: PAL (Peer Assisted Learning)

Course Number: 6713

Credit: 0.25

(Fulfills Health requirement)

Length: Semester

***Required application and teacher recommendation is needed to be considered for this class.**

PAL Health enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated health requirement. PAL Health pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.

7th Grade Physical Education

Course Number: 6720

Credit: 0.25

(Required)

Length: Semester

Students will be exposed to a wide range of sports skills and lifetime activities. Class focus will be on offense and defensive concepts. In addition to physical activity, emphasis will also include identifying the purpose for safe practices, rules, procedures, and sportsmanship.

7th Grade Physical Education: PAL (Peer Assisted Learning)

Course Number: 6723

Credit: 0.25

(Fulfills PE requirement)

Length: Semester

***Required application and teacher recommendation is needed to be considered for this class.**

PAL PE enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated PE requirement. PAL PE pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.



Elective Courses

The seventh-grade schedule provides students with .75 - 1.25 credits of choice.

7th Grade Art: 2D Design

Course Number: 5711

Credit: 0.25

Fee: Supply fee

Length: Semester

This course will provide a foundation in the fundamentals of illustration and design. By completing a series of hands-on exercises and projects, students will be introduced to the concepts of scale and proportion, patterning, composition, value, color theory, line and shape. Using a wide variety of traditional and nontraditional materials and methods, students are encouraged to develop their own design vocabulary and artistic voice. In addition to introducing design strategies, the course emphasizes content issues and the historical and cultural context in which works of art are produced.

7th Grade Art: 3D Form and Function

Course Number: 5712

Credit: 0.25

Fee: Supply fee

Length: Semester

This course will introduce basic three-dimensional processes and materials, as well as develop the students' ability to analyze form and space relationships. The elements and principles of 3-D design are studied and utilized to create art that exists in three dimensions. Various artists, art styles, and genres will be explored. The sculptural processes of assemblage, construction, and modeling will be used to create artwork based on a theme or concept. The ability to generate original solutions to design problems will require basic drawing skills, creative thinking, and artistic exploration of possible approaches.

7th Grade Computer Literacy

Course Number: 5721

Credit: 0.25

Length: Semester

Using project based instruction, 7th grade students will learn higher level computer skills through a variety of computer applications, analyzing data, cyber security, javascript coding, movie making applications and computer science driven careers. Some projects may involve vacation budget planning, slow motion movies, coding puzzles and app development in Apple Swift and web design for a purpose. These projects are designed to develop team building, problem solving, and creative digital skills to launch students into future computer science courses and careers.

7th Grade Introduction to Coding

Course Number: 5722

Credit: 0.25

Length: Semester

Students will be inspired to build their own websites, apps, and/or games using physical computing devices and their basic skills through computer science discoveries. Students will also use circuit board playgrounds and have the opportunity to experience a variety of virtual reality platforms.

**7th Grade Literary Workshop****Course Number: 5761****Credit: 0.25****Length: Semester**

In this elective course, students will have the opportunity to write creatively to produce a literary magazine for our middle school. Students will have time to explore various genres through mentor texts and writing their own pieces of writing. Through the writing process, students will work on developing their writing voice, while honing their craft to make their writing meaningful. This class is designed to establish a community of writers who will share their ideas and feedback to help each other publish final writing pieces for our literary magazine.

7th Grade French 1A**Course Number: 7710****Credit: 0.50****Length: Year-long**

French 1A is the first half of the Level 1 language. This course is designed to build a strong foundation in the four critical skill areas—speaking, listening, reading, and writing in the target language. Students should be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Students should be able to communicate in spontaneous spoken, written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students should be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken and written. The students will be expected to attain the novice mid-level at the end of this two-year course.

7th Grade Spanish 1A**Course Number: 7730****Credit: 0.50****Length: Year-long**

Spanish 1A is the first half of the Level 1 language. This course is designed to build a strong foundation in the four critical skill areas—speaking, listening, reading, and writing in the target language. Students should be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Students should be able to communicate in spontaneous spoken, written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students should be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken and written. The students will be expected to attain the novice mid-level at the end of this two-year course.

7th Grade Fitness for Life**Course Number: 6722****Credit: 0.25****Length: Semester**

Students will be introduced to movement skills and fitness concepts and evaluate health and skill-related components of fitness in lifetime activities. During this course, you will create, implement, monitor, self-assess, and modify a personal health and fitness plan along with exploring activities and games that can be pursued throughout a lifetime.

7th Grade Physical Education: Team Sports**Course Number: 6721****Credit: 0.25****Length: Semester**

This program offers students the opportunity to engage in a wide variety of competitive team activities and sports with the emphasis placed on promoting and maintaining a healthy active lifestyle. Students will be introduced to basic sports management concepts.

**7th Grade Healthy Living through Horticulture and Aquaculture****Fee: Lab fee****Course Number: 6711****Credit: 0.25****Length: Semester**

This will be an introduction into learning the basics of horticulture and aquaculture and how it impacts our health. The course will be designed to allow students to have hands-on experience in and out of the classroom. The course will be an excellent way for students to explore various forms of mindfulness. Students will learn the skills of communication, teamwork, leadership, measurement, data collection and data analysis.

7th Grade Music: Ukulele/Piano**Fee: Workbook fee****Course Number: 5742****Credit: 0.25****Length: Semester**

"Uke" can do anything, including tickling the ivories and strummin' the strings! This course serves as an introduction to each instrument and will provide students with instant access to making music. Focus points will include the basics of melody, harmony, rhythm, and musical notation. No previous playing experience is required; however, students with experience will be welcome to further enhance their skills.

7th Grade Music: Modern Band**Fee: Workbook fee****Course Number: 5743****Credit: 0.25****Length: Semester**

Modern Band is a fun course for GVMS students who love today's music! Whether you play an instrument that's not usually in band, chorus, or orchestra, or you're new to music, this class is for you. You'll get a chance to learn, create, and jam with other students while exploring the music you hear on streaming and social media. Join us and turn your passion for music into a cool, creative experience!

7th Grade Performing Arts: Band, Chorus, Orchestra**Course Number: 5741****Credit: 0.50****Length: Year-long**

***Required performances- Winter Concert in December and Spring Concert in May.**

***Additional performance opportunities will be announced by your director.**

Students enrolled in band/chorus/orchestra will develop musicianship and performance techniques by rehearsing standard literature of a variety of genres. Students will enhance skills on their instrument/voice through solo and ensemble repertoire while learning the history and theory behind their musical practice. Students are not required to be in all three performing ensembles. However, students who wish to be in more than one performing ensemble will be given the opportunity to do so during this assigned class period. Each ensemble will meet every other day for the entire school year.

7th Grade Technology Education: Intro to Robotics and Woodworking**Fee: Lab fee****Course Number: 5751****Credit: 0.25****Length: Semester**

In this course, students will be introduced to Robotics, S.T.E.M, and Woodworking: Robotics: Students will use the VEX I.Q. platform to construct, modify, and problem solve a Robot to perform simple tasks. S.T.E.M: Students will explore S.T.E.M topics and be involved in the construction and design of S.T.E.M. challenges. Woodworking: Students will build upon woodworking skills learned in 6th grade with more opportunity to use age-appropriate power equipment to construct a wooden wall clock project. Our main goals continue to be: shop safety, proper use and identification of hand and power tools, eye-hand coordination, and confidence.



8th Grade

Core Content Courses

8th Grade ELA (Required and Recommendation)
Credit: 1.00 Length: Year
Courses: Enrichment ELA 8, Grade Level ELA 8, and Resource ELA 8

Enrichment ELA 8 Course Number: 180E

This course is designed for a motivated, independent, and self-directed student with complex and abstract thinking skills. Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. These students will need to analyze, synthesize, and evaluate grade-level and above-level texts. The enrichment student is consistently performing above grade level in relation to reading, writing, and/or vocabulary based on the PA Core Standards.

Grade Level ELA 8 Course Number: 1801

Through a focus on the PA Core Standards, students will use metacognitive strategies and increase fluency and stamina in the areas of key ideas and details, craft and structure, and vocabulary acquisition. The grade-level student is typically independently performing near, at, or above grade level in reading, writing, and/or vocabulary based on the PA Core Standards. Students will work to build analysis, synthesis, and evaluation skills with grade-level and above-level text.

Resource ELA 8 Course Number: 18RR

Students in this course will engage in a research-based comprehensive direct instruction literacy program. Research shows that a comprehensive direct instruction literacy program for adolescent learners includes instruction on both the word level and comprehension skills. Lessons will focus on the essential components of literacy. This course is taught by a special education teacher, with adjustments in pacing and repetition of concepts. These students need extra literacy support in the area of independent reading and writing. Students will work to build analysis, synthesis, and evaluation skills with below or on grade-level text. The resource room student is performing below grade level in reading, writing, and/or vocabulary based on the PA Core Standards.

**8th Grade Math****(Required and Recommendation)****Credit: 1.00****Length: Year****Courses: Geometry 8, Algebra I 8, Grade Level Math 8, Resource Math****Geometry 8****Course Number: 280G**

This mathematics course is a high school mathematics course. The course is designed for 8th-grade students who are preparing to take Honors Algebra II/Trig in 9th grade. This course will be taught with the pacing and depth of a high school honors course. This course is designed for the motivated, independent, and self-directed 8th-grade student who has developed complex and abstract thinking skills. Students will be expected to manage a significant amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and expression of a strong interest in mathematics.

Algebra I 8**Course Number: 28A1****This is a high school level course. Students will take the Algebra I Keystone exam in the spring.*

This mathematics course is a high school mathematics course. The course is designed for 8th-grade students who are preparing to take Honors Geometry in 9th grade. This course will cover the eligible content for the Algebra I Keystone exam and will be taught with the pacing and depth of a high school honors course. This course is designed for the motivated, independent, and self-directed 8th-grade student who has developed complex and abstract thinking skills. Students will be expected to manage a significant amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and expression of a strong interest in mathematics.

Grade Level Math 8**Course Number: 2801**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. The grade level math student is typically performing independently near, at, or above grade level in automaticity and application of math concepts based on the PA Core Standards. These students will be required to analyze, synthesize, and apply all grade-level standards.

Resource Math 8**Course Number: 28RR**

This course is designed to address the grade level PA Core Standards, through which students will develop automaticity and application of Numbers and Operations, Algebraic Concepts, Geometry, and Measurement, Data, and Probability. It is taught by a special education teacher, with adjustments in pacing and repetition of concepts. The resource room student is performing below grade level in relation to the PA Core Standards, and these students need extra support to continue to build independence. Students will work to build skills in analysis, synthesis, and application of as many of the standards as possible.

**8th Grade Science****Credit: 1.00****Courses: Science Enrichment, Science 8****(Required and Recommendation)****Length: Year****Science Enrichment****Course Number: 380E**

This Science course aligns to the Pennsylvania Academic Standards for Science and Technology and includes practices and content from the Next Generation Science Standards. Students will examine Physical Science with an introduction to chemistry and physics. The skills of problem-solving, experimental design, forming arguments, and constructing models will be emphasized throughout the course. Students will analyze, synthesize and evaluate scientific data and theories. They will develop the skills of making claims supported with strong evidence and backed with valid reasoning and observational data.

This course is designed for the motivated, independent, and self-directed student who has developed complex and abstract thinking skills. Students will experience a significant increase in the amount of independent work. Successful students demonstrate perseverance while solving challenging problems, mastery of all basic computation skills, and express a strong interest in science. Topics will be explored to a depth that exceeds the grade-level standard.

Science 8**Course Number: 3800**

This Science course aligns to the Pennsylvania Academic Standards for Science and Technology and includes practices and content from the Next Generation Science Standards. Students will examine Physical Science with an introduction to chemistry and physics. The skills of problem-solving, experimental design, forming arguments, and constructing models will be emphasized throughout the course. Students will analyze, synthesize and evaluate scientific data and theories. They will develop the skills of making claims supported with strong evidence and backed with valid reasoning and observational data.

8th Grade Social Studies**Credit: 1.00****Courses: Social Studies 8****(Required)****Length: Year****Social Studies 8****Course Number: 4800**

This Social Studies course aligns to the Pennsylvania Academic Standards for Social Studies, as well as the Pennsylvania Core Standards for Reading & Writing for History and Social Studies. Students will examine the ideas that shaped the United States of America and will practice in the skills of close reading, analyzing, contextualizing, and sourcing. The units of study include but are not limited to: the U.S. Constitution, the Presidency of George Washington through Andrew Johnson, major events of the War of 1812, expansion of U.S. and the Civil War and Reconstruction. This course also includes a study of Pennsylvania State History. Students will analyze, synthesize and evaluate historical events using primary and secondary sources as well as a variety of media. They will develop the essay writing skills of making claims supported with strong evidence and backed with valid reasoning.

**Student Support Electives****Recommendation Required****8th Grade Academic Methods****Course Number: 8811****Required when recommended through an IEP Team Decision****Credit: 0.50****Length: Year**

Students who qualify can receive academic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, organizational skills, and executive functioning skills.

8th Grade Academic Methods**Course Number: 8821****Required when recommended through an IEP Team Decision****Credit: 0.50****Length: Year**

Students who qualify can receive academic and autistic support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

8th Grade Academic Methods**Course Number: 8831****Required when recommended through an IEP Team Decision****Credit: 0.50****Length: Year**

Students who qualify can receive academic and emotional support from special education teachers. This program is designed to support students in their regular education courses and focuses on study skills, coping strategies, organizational skills, and executive functioning skills.

8th Grade Academic Methods**Course Number: 8841****Required when recommended through an IEP Team Decision****Credit: 0.50****Length: Year**

Students who qualify can receive academic and life skills support from special education teachers. This program is designed to support students in their assigned courses and focuses on skill development related to IEP goals.

ATP I**Course Number: 8851****Recommendation required through GIEP****Credit: 0.25****Length: Semester**

This course provides students who qualify for this program with an overview of international law and the United Nations, as well as civil and criminal law and their similarities/differences. Students examine evidence, make value judgments, and discuss court rulings. Through hands-on exploration and interactive simulations, students learn the science and techniques behind crime scene investigation. Their learning will culminate in a mock trial.

ATP II**Course Number: 8852****Recommendation required through GIEP****Credit: 0.25****Length: Semester**

Students who qualify for this program take a look at the world of psychology through interactive, hands-on experiments. Students examine the brain and topics related to memory. Students will then concentrate their efforts on the art of architectural design. Students will learn about culturally and historically valuable structures around the world and will then apply their understanding by designing detailed blueprints of a selected structure.



Required Courses

8th Grade Computer Science: Entrepreneurship**Course Number: 5820****Credit: 0.25****(Required)****Length: Semester**

This course is designed to explore how various technologies are used in the real-world business environment. Either create a product or start a business- you decide! Students will design an advertising and marketing plan and then create financial graphs and spreadsheets to determine the viability of the business. Upon completion, students will present to a "Board of Directors" or "Potential Investors" for approval of major business decisions (ie. mergers, acquisitions, expansion, new product design, etc). A portion of this course will also entail an introduction to coding and limited exploration of the stock market.

8th Grade Health**Course Number: 6810****Credit: 0.25****(Required)****Length: Semester**

The health education program is designed to motivate and encourage active student participation in developing life skills for optimal health. Students will focus on growth and development as well as alcohol, tobacco, and other drugs. The curriculum will be delivered using a variety of teaching styles to optimize and accommodate student learning. A main goal of the program is for students to apply the knowledge gained to make healthy lifestyle decisions.

8th Grade Health: PAL (Peer Assisted Learning)**Course Number: 6813****Credit: 0.25****(Fulfills Health requirement)****Length: Semester**

***Required application and teacher recommendation is needed to be considered for this class.**

PAL Health enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated health requirement. PAL Health pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.

8th Grade Physical Education**Course Number: 6820****Credit: 0.25****(Required)****Length: Semester**

Students will be exposed to a wide range of sports skills and lifetime activities. Class focus will be on strategies. In addition to physical activity, emphasis will also include identifying the purpose for safe practices, rules, procedures, and sportsmanship.

**8th Grade Physical Education: PAL (Peer Assisted Learning)****(Fulfills PE requirement)****Course Number: 6823****Credit: 0.25****Length: Semester*****Required application and teacher recommendation is needed to be considered for this class.**

PAL PE enables students to develop leadership skills, create friendships, and raise self-esteem, all while fulfilling their state-mandated PE requirement. PAL PE pairs a student with learning and social needs with a general education peer to promote physical activity, develop deeper friendships, and encourage lifetime wellness skills. Students have the opportunity to interact and develop empathy for their peers with learning and social needs, and they also gain firsthand experience in the event they are interested in a future career working with students with learning and social needs.

8th Grade Physical Education: Unified PE**(Can fulfill PE requirement)****Course Number: 6824****Credit: 0.25****Length: Semester*****Required application and teacher recommendation is needed to be considered for this class.**

This course combines students of all abilities to participate in developmentally appropriate activities, including lifetime activities, physical fitness, and sport. Students will work together to increase competence and confidence in a variety of physical activities. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.



Elective Courses

The eighth-grade schedule provides students with 1.25 credits of choice.

8th Grade Art: 2D Shape and Color

Course Number: 5813

Credit: 0.25

Fee: Supply fee

Length: Semester

This course will focus on the fundamentals of painting and drawing. Emphasis will be placed on color theory and exploration. Students will explore and continue to develop their own design vocabulary and artistic voice. Students will work with a variety of different mediums including paint, cut paper, pencil, and digital. Students will learn and experiment with many techniques. A range of subject matter will be explored, including still life, landscape, figures, portraiture, non-objective and imaginative images.

8th Grade Art: 3D Composition and Fabrication

Course Number: 5814

Credit: 0.25

Fee: Supply fee

Length: Semester

In eighth grade art, students express themselves creatively through sculpting, 3D ceramic sculpture, architectural design, human figural design, and modeling to develop art skills and concepts. Form, composition, technique, the elements and principles of design, craftsmanship will all be a focus in class. Art history, art appreciation, problem-solving, and critical thinking are integrated into lessons. The ability to generate original solutions to design problems will require practiced drawing skills, creative thinking and artistic exploration of possible approaches.

8th Grade Family and Consumer Science: Pathways to Independent Living

Course Number: 5832

Credit: 0.25

Length: Semester

In this course, students will be introduced to child development and the care of the preschool aged child, and an extensive exploration into career planning and preparation, consumer issues, the study of foods to include: the creation of grains, the vegetarian diet, culinary techniques, and meal planning. Recipes are created and evaluated with an emphasis on the preparation and nutritional aspects of each unit.

8th Grade French 1B

Course Number: 7810

Recommendation required

Credit: 0.50

Length: Year-long

French 1B is the second half of the Level 1 language. This course is designed to build a strong foundation in the four critical skill areas—speaking, listening, reading, and writing in the target language. Students should be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Students should be able to communicate in spontaneous spoken, written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students should be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken and written. The students will be expected to attain the novice mid-level at the end of this year course. Upon attaining a C average or better, students are eligible to continue with Level II at the high school.

**8th Grade Spanish 1B****Course Number: 7830****Recommendation required****Credit: 0.50****Length: Year-long**

Spanish 1B is the second half of the Level 1 language. This course is designed to build a strong foundation in the four critical skill areas—speaking, listening, reading, and writing in the target language. Students should be able to present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken and written language. Students should be able to communicate in spontaneous spoken, written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Students should be able to identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken and written. The students will be expected to attain the novice mid-level at the end of this year course. Upon attaining a C average or better, students are eligible to continue with Level II at the high school.

8th Grade Fitness for Life**Course Number: 6822****Credit: 0.25****Length: Semester**

Students will learn to apply movement skills and fitness concepts and evaluate health and skill-related components of fitness in lifetime activities. During this course, students will create, implement, monitor, self-assess, and modify a personal health and fitness plan along with exploring activities and games that can be pursued throughout a lifetime.

**8th Grade Physical Education: Team Sports****Course Number: 6821****Credit: 0.25****Length: Semester**

This program offers students the opportunity to engage in a wide variety of competitive team activities and sports with the emphasis placed on promoting and maintaining a healthy active lifestyle. Students will take a more active role in organizing tournaments and officiating.

8th Grade Healthy Living through Horticulture and Aquaculture**Course Number: 6811****Credit: 0.25****Fee: Lab fee****Length: Semester**

This will be an introduction into learning the basics of horticulture and aquaculture and how it impacts our health. The course will be designed to allow students to have hands-on experience in and out of the classroom. The course will be an excellent way for students to explore various forms of mindfulness. Students will learn the skills of communication, teamwork, leadership, measurement, data collection, and data analysis.

8th Grade Music: Digital Music Production Elective**Course Number: 5843****Credit: 0.25****Fee: Workbook fee****Length: Semester**

Do you like to create your own music? Have you ever wondered about the music production process? In this course, you will learn how to use digital audio tools to record, edit, mix, and share your music! You will also learn how to use a MIDI controller to import sounds as well as some additional tips and tricks to writing and recording original tunes.

8th Grade Music: Ukulele/Piano**Course Number: 5842****Credit: 0.25****Fee: Workbook fee****Length: Semester**

"Uke" can do anything, including tickling the ivories and strummin' the strings! This course serves as an introduction to each instrument and will provide students with instant access to making music. Focus points will include the basics of melody, harmony, rhythm, and musical notation. No previous playing experience is required; however, students with experience will be welcome to further enhance their skills.

8th Grade Music: Modern Band**Course Number: 5854****Credit: 0.25****Fee: Workbook fee****Length: Semester**

Modern Band is a fun course for GVMS students who love today's music! Whether you play an instrument that's not usually in band, chorus, or orchestra, or you're new to music, this class is for you. You'll get a chance to learn, create, and jam with other students while exploring the music you hear on streaming and social media. Join us and turn your passion for music into a cool, creative experience!

8th Grade Performing Arts: Band, Chorus, Orchestra**Course Number: 5841****Credit: 0.50****Length: Year-long**

***Required performances- Winter Concert in December and Spring Concert in May.**

***Additional performance opportunities will be announced by your director.**

Students enrolled in band/chorus/orchestra will develop musicianship and performance techniques by rehearsing standard literature of a variety of genres. Students will enhance skills on their instrument/voice through solo and ensemble repertoire while learning the history and theory behind their musical practice. Students are not required to be in all three performing ensembles. However, students who wish to be in more than one performing ensemble will be given the opportunity to do so during this assigned class period. Each ensemble will meet every other day for the entire school year.



8th Grade Technology Education: Introduction to Metalworking and S.T.E.M.

Fee: Lab fee

Course Number: 5852

Credit: 0.25

Length: Semester

In this course, students will be introduced to metalworking as well as continue to explore S.T.E.M. Students will be working in the metalworking manufacturing lab with the main focus on safely using hand and power tool equipment. Students will collaboratively design a bridge truss following certain standard and metric specifications. The main focus of this activity is engineering, design, efficient use of materials, and the ability to work in a group.



8th Grade Unified Music

Course Number: 5844

Credit: 0.25

Length: Semester

***Required application and teacher recommendation is needed to be considered for this class.**

This course combines students of all abilities to participate in developmentally appropriate music activities, including learning how to play various instruments, identifying musical concepts and symbols, playing musical games, moving and reacting to music selections, and creating their own music. Students will work together to increase competence and confidence through completing a variety of musical experiences. Through ongoing leadership opportunities, members of this course will be empowered to help create a more inclusive and accepting school environment for all students.



Student Handbook

Introduction

This handbook serves as a guide to help students, staff, and families understand the behavioral and conduct expectations for Garnet Valley Middle School. Please review this handbook thoroughly. If you have any questions, please contact a building administrator.

Note: In order to meet the needs of our constituents in an ever-changing society, the Garnet Valley Middle School Administration reserves the right to modify and/or amend this handbook at any time and as needed.

Note: Selected Board Policies are referenced in this publication but are not printed in full. Full policies may be viewed at <http://www.garnetvalleyschools.com>. Some of these policies may be under review by the Garnet Valley Board Policy Committee or the Pennsylvania School Board Association. Where there is an actual or perceived discrepancy between this Manual and Board Policy, Board Policy will control. Legal copies of all GVSD Policies are available at the Garnet Valley Education Center in the Superintendent's office.



District Goals

It is the goal of the Garnet Valley School District to:

- Support a quality curriculum that meets the changing needs of all students in the Garnet Valley School District
- Develop, implement, and support a long-range facility plan that meets curricular, student, and community needs.
- Continue to improve communications and community relations.
- Continue to support the integration of technology throughout the school district.
- Develop and implement a comprehensive program that provides a safe environment and promotes understanding and respect.
- Support a quality educational program through the equitable distribution of resources.

We will strive to accomplish the goals listed above through the Garnet Valley Strategic Plan.



Attendance Procedures

CLASSIFICATION OF ABSENCES

State law established conditions under which any child may be excused from attendance at school. The following are considered excused absences:

- Illness
- Quarantine
- Family emergency
- Recovery from accident
- Required court attendance
- Death in the immediate family
- Participation in a project sponsored by a statewide or countywide 4-H, FFA or combined 4-H and FFA group, upon prior written request
- Observance of a major religious holiday, upon prior written parental request
- Pre-approved educational trips
- School visits with pre-approval from administration

To qualify for such a legal absence, an educational trip form must be obtained from the school office. This form must be completed and submitted prior to leaving on the trip.

Unexcused /unlawful absences - Any absence which does not meet the definition of an excused absence (see above) including, but not limited to the following:

- Any day for which a written excuse is not submitted within three (3) school days or after a student's return from an absence, including notes from physicians.
- Any absences not excused by a physician's note after fifteen (15) absences verified by receipt of parent excuses.
- Unexcused lateness to school that results in an absence from fifty percent (50%) or more of the day.



MAKE-UP WORK DUE TO ABSENCE

When students have been legally absent from school or class, they must make up missed work and assignments. Students are responsible for initiating make-up work. Absence the day prior to a test or the due date of an assignment of this nature does not relieve the student from the responsibility of taking the test or turning in the assignment.

Students who "cut" a class or are illegally absent will result in disciplinary consequences (administrative referral and/or loss of opportunity to receive full credit).

LATENESS

Punctual arrival at school each morning is important. Advisory begins at 8:00 AM for all students. Students must be in school by 11:30 AM to participate in any extracurricular activities. Students who are late to school must sign in at the middle school main office; failure to do so will result in a detention.

Oversleeping, car trouble, and/or missing the bus ARE NOT excused reasons for lateness (even if accompanied by a parent note). After five excused lates, additional lates will be regarded as unexcused unless a legal doctor's excuse is provided. Students who accrue more than three unexcused lates per semester will be subject to school-based consequences.

EARLY DISMISSAL

Parents and teachers are encouraged to make appointments with doctors and/or dentists at times that will not conflict with school responsibilities. Since dismissal is at 2:54 PM, this should not be a problem. However, in case of emergency, please schedule appointments as early or as late in the school day as possible in order to cut down on missed class time.

Students requesting early dismissals must present a signed note to the office for authorization prior to the first period. An early dismissal pass will then be issued to the student. Students must sign out in the office at the time of dismissal. If students are to return to school that day, they are asked to sign in when they return and will receive a pass to class. For a doctor or dental appointment, students must have written verification from the doctor or the absence will be recorded as an illegal absence. If a student is sent home by the nurse prior to 11:30 AM they will be recorded as absent for the p.m. session.



Arrival and Dismissal Information and Procedures

REMAINING ON SCHOOL GROUNDS

Students are required to remain on school grounds during school hours, including during their lunch period. If it becomes necessary to leave because of illness or any other valid reason, permission must be obtained from the office or the school nurse. Students must bring a note from a parent if there is an urgent need to be excused early or for part of the day. The note must include a definite reason for dismissal.

Students will not be allowed to call home to secure permission to leave unless directed by a member of the office staff or administrator. Leaving school grounds without permission shall be cause for suspension from school. Students must have a lanyard/pass to be in the hallways while classes are in session. Violation of this rule shall be cause for disciplinary action.

TRANSPORTATION

The same rules governing student behavior in school also apply while students are on the school buses. Riding the school bus is a privilege that may be revoked if behavior is improper. The paramount responsibility of the bus driver is the safe operation of the school bus. Any disruption that interferes with his responsibility places the safety of each and every passenger at risk.

On the bus, students must be seated before the bus moves and remain seated while the bus is in motion. Students shall:

- Follow the directions of the driver the first time they are given
- Not distract the driver's attention by engaging in loud talking or disorderly behavior
- Go directly to an available seat or assigned seat when entering the bus
- Not save seats for friends, which unduly limits bus seating capacity
- Remain seated and keep aisles and exits clear
- Be permitted to carry only objects that can be held on their laps
- Not eat, drink, or chew gum on the bus
- Not litter on the bus



- Not disrespect their peers
- Not possess or utilize personal technology/electronic devices in violation of [School Board Policy #237](#)

Riding the bus is both a right and a privilege. A student who does not respect the rights of others and endangers his life and the lives of others will be suspended from riding. Suspension from the bus may result if a student receives school bus misconduct referrals.



Safety Procedures

NURSE

Garnet Valley School District is a latex-free environment. A nurse is available throughout the school day. Student health services are designed to assist in maintaining and improving student health. The state mandates screening programs, which include height and weight measurements on all students, vision screening on all students, and hearing and scoliosis screening for all seventh grade students. The nurse handles any emergency health problems, WHICH OCCURS DURING THE SCHOOL DAY.

Medication: If it is necessary for a student to take medication in school, it must be kept and dispensed in the nurse's office. Medication includes both over-the-counter and prescription medicine; for example, Advil, antihistamines, etc. MEDICATION IS NOT TO BE CARRIED BY THE STUDENT DURING SCHOOL HOURS. The medication must be in a pharmacy container, properly labeled with the student's name, medication name, and dosage. A parent medication consent form, with administration instructions, must accompany all over the counter medications. All prescription medication must be accompanied by a doctor's order with directions for administration during the school day, as well as the medication consent form completed by a parent or guardian." These medications must be brought to the nurse's office by a parent or guardian. The medication consent form can be found in the Parent Portal under "Health Forms."

Asthma inhalers, Epi-pens and Insulin may be carried by the student with permission from parent/guardian and physician's orders. This written permission must be on file in the nurse's office prior to the inhalers, Epi-pens and insulin being brought to school. Failure to follow medication procedures may result in disciplinary actions.

PRIMARY EVACUATION

The State of Pennsylvania requires that a safety drill be held at least once a month. When the alarm sounds, students will follow instructions issued by their teachers. Students should refrain from talking and move quietly and quickly away from the building. Outside the school, driveways and fire lanes are to be kept clear to allow emergency vehicles access. Students should not re-enter the building until informed by their teachers to do so.



USE OF RESTROOMS/LOCKER ROOMS

Students must have a pass to enter the restroom. Cell phones and electronic devices are **NOT** permitted to be used in the restroom or locker rooms at any time.

LOCKERS

Students may be assigned a locker in middle school if they so choose to utilize a locker. If a locker is assigned, said locker will be the student's locker for the duration of the year. Students will be required to use a school combination lock on the assigned locker. Locks will be issued to the students through the Counseling department upon payment and receipt of Locker Consent Form. Locks on any locker other than the one assigned to the student will be removed. Locks not issued to the student by the school will also be removed.

School authorities may search a student's locker and seize any illegal objects or materials. Such objects or materials may be used as evidence against the student in disciplinary, juvenile, or criminal proceedings ([See School Board Policy #226](#)). The courts have upheld the claim that school lockers are school property loaned or rented to the student for the student's convenience.

School authorities may search the student's locker without prior warning in seeking contraband because school officials are standing in loco parentis. School authorities are charged with the safety of all students under their care and supervision. Such a search is not an "illegal" one under the Fourth Amendment to the Federal Constitution, but a reasonable exercise of power in the interest of the health, welfare and safety of all school students. Courts have reasoned only for legitimate purposes.



Cafeteria Procedures and Expectations

CAFETERIA

Students are expected to observe the following school cafeteria regulations:

Students are expected to conduct themselves in an orderly and courteous manner while entering and leaving the cafeteria. Students are expected to practice acceptable patterns of behavior and eating habits during the lunch periods.

The student body is expected to follow the cafeteria rules:

- Avoid shoving and roughhousing in line.
- Be responsible for the cleanliness of an assigned area. The entire table is responsible for cleaning up the area.
- Do not take food or beverages from the cafeteria without permission.
- Place all trash, leftovers, and refuse in the properly stationed containers.
- Exhibit respect for cafeteria personnel as well as other students at all times.
- Food preparation area is off-limits to students.
- Misconduct in the cafeteria will result in loss of privileges. In addition, detentions and/or suspension may be assigned.
- Students may purchase food only during their assigned lunch.
- Stealing food and/or beverages will result in disciplinary action. Restitution for stolen items will be required.
- Students with a negative account balance cannot charge any food/beverage.



Student Expectations and Procedures

Should any incident occur on Garnet Valley School District property that clearly violates the law, the Pennsylvania State Police will be notified. Criminal prosecution takes place in addition to any school response violating the discipline code.

Note: Continued disregard for school policies will result in an administrator's recommendation for more severe disciplinary action.

[BULLYING \(POLICY #249\)](#)

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning, and may lead to more serious violence. Therefore, the Board prohibits bullying by district students. A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct. Bullying can be reported via the online form located on the school website.

[TOBACCO USE/DELIVERY SYSTEM \(Policy #222\)](#)

The school prohibits the use of tobacco, in any form, by students during the school day or while on school property, participating in school activities, or athletic events, or while on school-sponsored trips. Since the use of tobacco is prohibited, it has no valid purpose while in school or while involved in any of the activities.

The Board recognizes that the use and/or possession of tobacco, cigarettes, electronic cigarettes, vaporizers, or E-liquids by students presents a health and safety hazard that can have serious consequences for both users and nonusers and the safety and environment of the schools that will result in disciplinary action as outlined in Policy #222.



CONTROLLED SUBSTANCES, PARAPHERNALIA, AND ALCOHOL (Policy #227)

This policy is violated when any student, or visiting student guest, unlawfully manufactures, uses, abuses, possesses, constructively possesses, distributes, or attempts to distribute drugs, alcohol or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities, or who conspires, aids, or abets the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood altering substances.

DETENTION

Detention will be held at the middle school from 3:00 PM until 4:00 PM and on Saturday mornings from 8:00 AM until 10:00 AM. Students will be under the supervision of a teacher.

Students who fail to report on time will be given additional detentions and/or progressive discipline in accordance with the GVSD discipline procedures. Families are responsible for the student's transportation.

SUSPENSION FROM SCHOOL

The Board of Education recognizes that certain actions may make it necessary to exclude students from school and school activities. Reasons for which students may be excluded are listed in the description of the student discipline policy. Suspended students are not permitted on school grounds during the suspension which includes after school activities and events.

ATHLETIC/EXTRACURRICULAR ACTIVITIES

All students must be in attendance for a full day in order to participate in an athletic or extracurricular practice or event, including events and dances, taking place that day or evening (lateness past 11:30 AM is not a full day of attendance). The only exceptions to this regulation are prior approval of an absence or lateness by the administration or excused lateness with a note from the doctor or dentist.

ELIGIBILITY

This policy applies to students participating in any activity which requires use of out-of-school time. Included are members of all athletic teams, activities, and clubs. The policy is an attempt to:

- ensure that the focus of school is academic.



- prevent academic failure.
- encourage students to achieve potential both scholastically and through involvement with activities.
- ensure parents that time spent on activities will not be to the detriment of academic performance.
- have Garnet Valley represented by students who are responsible in meeting their obligations.

SCHOOL DANCES AND EVENTS

These events afford students the opportunity for fun-filled, enjoyable evenings. Our sincere desire is that these activities provide an enjoyable evening free from discord, negative happenings, and, most of all, injury and illness. The following guidelines have been developed:

- GVMS dances and events are open only to Garnet Valley students in the appropriate grade(s).
- Students attending must be in school by 11:30 AM on the day of the dance/event. If a student is absent, they will not be permitted to attend the dance/event.
- Disruptive behavior will not be permitted.

Violations of these rules may result in a student being asked to leave the dance floor or being sent home from the dance/event. In addition, students found violating the rules may lose the privilege to attend future dances/proms.

LOSS OF PROPERTY OR PERSONAL INJURY

Willful damage to or destruction of school property is cause for discipline of the student including suspension, expulsion, or legal proceedings. Parents are liable for personal injury or theft, destruction or loss of property caused by willful tortious acts of children under 18 years of age. The school system does not assume any responsibility for the loss of or damage to personal property.

****Handbook subject to change at the discretion of the GVMS Administration****