

# **CINNAMINSON MIDDLE SCHOOL**



## **PROGRAM OF STUDIES 2017 - 2018**

### **Board of Education**

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 Mrs. Barbara Scola, Director of Special Services

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 Mr. Hermann Kolev, Assistant Principal  
 Mr. Charles Liddell, Supervisor of Athletics and Activities

### **Department Chairpersons**

*English Language Arts*  
 Mr. Charles Kind

*Math*  
 Ms. Anna Marie Bearint

*PE/Health/Art*  
 Mr. Matt Digney

*Social Studies*  
 Mr. Robert Becker

*Science, Family & Consumer Science*  
 Mr. Edward Palmer

*Technology/Music*  
 Ms. Kathleen Hennelly

*Special Education*  
 Mrs. Arlene Goldfarb  
 Mrs. Jennifer Good

*World Languages*  
 Ms. Sheryl Adelman

*Guidance & Counseling Services*  
 Ms. Donna Lobascio

### **Counseling Staff**

Mrs. Lynda Colella, Academic Advisor/School Counselor (Grades 6 & 7)  
 Mrs. Gwen Luecke, Academic Advisor/School Counselor (Grade 8)  
 Mr. Bill Sinn, Crisis Intervention/School Social Worker

## **MISSION STATEMENT**

The mission of the Cinnaminson School District is to educate our students and to assist their development into self-motivated, multi-faceted, happy, and physically fit individuals who are productive, responsible citizens. It is expected that all students will achieve the Core Curriculum Content Standards at all grade levels.

With national and state program standards as a basis, Cinnaminson students will gain an appreciation of knowledge, a desire to learn, and a respect for themselves and others. In partnership with family and the community, we will foster achievement, and we will model excellence and responsible behavior.

## **AFFIRMATIVE ACTION**

All members of the student body, staff and community are reminded that, according to Title IX and N.J.A.C. 6A:7, the Cinnaminson Township Public Schools shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status in the policies, programs, and practices of the district. Cinnaminson is an equal opportunity employer.

Mr. William Welcher is the Middle School Affirmative Action Officer. He can be reached at 856-786-8012 extension 4909. Mr. Stephen Cappello, Director of Curriculum and Instruction is the district Affirmative Action Officer. If you have a question or concern, you may call him at 856- 829-7600, ext. 2104, or write to him at the Cinnaminson Memorial School, 2195 Riverton Road, Cinnaminson, NJ 08077, or the Director of the New Jersey Division on Civil Rights, Trenton Regional Office, Office of the Attorney General, 140 East Front Street - 6<sup>th</sup> Floor, Trenton, NJ 08625-0090, 609-292-4605.

## **SECTION 504**

Mrs. Barbara Scola, Director of Special Services, is the 504 Coordinator: Section 504 is the Rehabilitation Act which prohibits discrimination on the basis of physical or mental handicap. If you have a question or concern, you may call her at 856-829-7600, ext. 2117, or write to her at the Cinnaminson Memorial School, 2195 Riverton Road, Cinnaminson, NJ 08077.

## **CMS ACADEMIC PROGRAM**

CMS students attend 8 classes each day that are 40 minutes in duration. Additionally, students have a 30-minute lunch. Courses listed below in italics meet every day for the entire year. Non-italicized courses may meet for a marking period, a semester, or the entire year; but not on a daily basis.

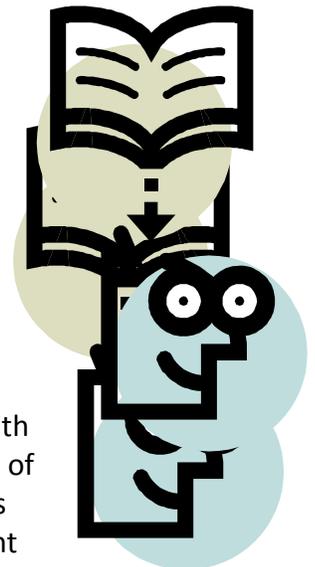
<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<i>Language Arts</i>	<i>Language Arts</i>	<i>Language Arts</i>
<i>Reading</i>	<i>Reading</i>	<i>Reading</i>
<i>Mathematics (double pd.)</i>	<i>Mathematics</i>	<i>Mathematics</i>
<i>Science</i>	<i>Science</i>	<i>Science</i>
<i>Social Studies</i>	<i>Social Studies</i>	<i>Social Studies</i>
Related Arts Rotations (8)	<i>Spanish or French</i>	<i>Spanish or French</i>
Physical Education	Physical Education	Physical Education
	Electives	Electives

## **ENGLISH LANGUAGE ARTS**

The writing program is designed to provide students with instruction in writing techniques as well as practice in the areas of spelling and vocabulary in order to further improve their writing skills. Students continue to use the writing process and learn to increase their expertise through a variety of writing assignments and projects.

**6<sup>th</sup> Grade** – The 6<sup>th</sup> grade Language Arts curriculum consists of writing, grammar, spelling and oral communication. Students will be instructed in various types of writing, such as narrative, persuasive, descriptive, creative, and expository. The Holt McDougal textbook, *Literature*, emphasizes grammar and writing and can be integrated with the reading series.

**7<sup>th</sup> Grade** – The Language Arts program is designed to provide students with continued instruction in writing techniques as well as practice in the areas of spelling and vocabulary to improve their writing skills. The writing process continues as an emphasis. Grammar instruction supports the development of writing skills. Word study and vocabulary work require active use of the words in speech and writing. Students in the writing class complete an assortment of projects for different purposes that are targeted towards a variety of audiences. Areas of writing include persuasive, speculative, compare/contrast, problem/solution, poetry, and an



oral presentation. The Holt McDougal textbook, *Literature*, emphasizes grammar and writing and can be integrated with the reading series.

**8<sup>th</sup> Grade** – Eighth grade language arts students are immersed in a writing-rich curriculum that encourages students to develop the knowledge, skills, and confidence they need to make a successful transition into the rigorous high school English program. Writing instruction revolves around a technique known as *Writer's Workshop*. This method allows students to enhance their writing through experimentation; students will learn to improve rhetoric, voice, and organization by sharing ideas and drafts with classmates. Students will be exposed to a variety of units including narrative, cause and effect, persuasive, speculative, and literary analysis writing. Cross-curricular instruction is also emphasized throughout units, which encourage students to build on prior knowledge and write for different purposes. The research paper requirement is fulfilled in this class. A final grade for the research paper is based on content, grammar, mechanics, organization, and development of ideas. The Holt McDougal textbook, *Literature*, emphasizes grammar and writing and can be integrated with the reading series

## **BSIP LANGUAGE ARTS CLASS**

The 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade BSIP Language Arts courses are designed to address specific student needs in a small-group setting for the purpose of improving the overall quality of students' writing. Students in the class are exposed to a variety of writing activities with a special focus on the development of good writing habits that, with practice, will become routine and help students to increase the quality of their written expression.

The program also provides students with detailed instruction in each step of the writing process, as well as in the area of vocabulary development. Lessons are presented at a pace appropriate for students who are assigned to the class, with an emphasis on identifying individual weaknesses and improvement of the basic skills that all writers need in order to be successful.

### **BSIP Language Arts 6 Criteria –**

- Teacher Recommendation
- Grade of 3 or less in 5<sup>th</sup> grade writing
- Grade 5 ELA PARCC score less than 725

### **BSIP Language Arts 7 Criteria –**

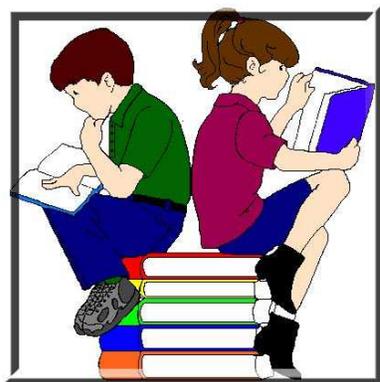
- Teacher Recommendation
- Final Average of 70% or Lower
- Grade 6 ELA PARCC score less than 725

## BSIP Language Arts 8 Criteria –

Teacher Recommendation

Final Average of 70% or Lower

Grade 7 ELA PARCC score less than 725



## READING

Developing the skills, strategies, and motivation of the adolescent reader is the primary focus of the Middle School reading curriculum. In addition to an up-to-date anthology series, a great variety of high quality novels is selected, which are designed to encourage and promote literacy. Reading classes provide the support and structure needed to increase the students' abilities and motivation. Independent reading is valued and encouraged through a variety of in-class and extra-curricular activities. Developing a love of literature is the optimum goal.

**6<sup>th</sup> Grade** – The 6<sup>th</sup> grade reading curriculum consists of a literature-based anthology, Holt McDougal's textbook, *Literature*, and selected novels. Students will be exposed to, and experience, various literary genres. Using differentiated instructional strategies to address individual learning styles, students will develop competence in reading comprehension, vocabulary development, and fluency. Students' learning is scaffolded throughout the year to encourage and promote independent reading and a love of literature.

**7<sup>th</sup> Grade** – Reading is an undeniable basic skill upon which all other skills and knowledge build. Reading 7 will continue to expose the learner to a variety of reading genres and real life reading situations. The learner will apply listening, speaking, writing, and reading strategies to a variety of purposeful language experiences. Participation in literature circles, story grammars, dialogues, and individual conferences provides the students with the opportunity to be exposed to a variety of literary projects. This will create a learner who can seek and access information, appreciate exemplary literature, and succeed as a life-long learner. Holt McDougal's textbook, *Literature*, is used.

**8<sup>th</sup> Grade** – Reading 8 is a continuum of Reading 7. The course encourages the independent learner to explore different literary authors and genres. The learner will respond and critique a wide variety of literature through the use of journals, book dialogues, story grammars, and book commercials. Literature Circles and a variety of

other techniques are implemented to promote independence and help students develop and find their own learning styles and strengths. Students' learning is scaffolded throughout the year to encourage and promote independent reading and a love of literature. Holt McDougal's textbook, *Literature*, is used.

## **ADVANCED READING**

**6<sup>th</sup> Grade** – The 6<sup>th</sup> grade reading curriculum consists of a literature-based anthology, Holt McDougal's *Literature*, as well as selected novels. Reading, writing, listening, speaking, and critical thinking skills are integrated throughout this course. High-level thinking skills are explored and developed. The course provides opportunities for independent reading and writing activities. Students will be exposed to, and experience, various literary genres. The course moves at a faster pace, frequently covering several concepts in one lesson. Students are encouraged to be self-motivated, enthusiastic readers.

**7<sup>th</sup> Grade** – The Advanced Reading program is designed to foster interpretation and application of various literary elements while exposing students to a variety of genres, which promote higher order thinking concepts. Students are expected to meet a more rigorous curriculum and partake in diverse projects, which enhance various learning styles. Specific novels geared towards this level are part of the differentiated reading materials that are used throughout the year. Holt McDougal's textbook, *Literature*, is used.

**8<sup>th</sup> Grade** – This class is designed for identified students who excel in reading, both in class and on state standardized tests. Students in this class will read from a specified list of novels. These selected novels provide higher reading levels, which will challenge our students. It is our goal to foster a love of literature and prepare students to continue their high level of achievement in high school. Holt McDougal's textbook, *Literature*, is used.



### **Advanced Reading 6 Criteria-**

#### **Students must earn at least five (5) points based upon the following five (5) criteria:**

- Grade 5 Reading final average: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
- Grade 5 ELA PARCC Score: 799-850 earns 2 points. 750-798 earns 1 point. Less than 750 earns 0 points.
- Grade 5 Reading End-of-Year Test: 90-100% earns 2 points. 85-89% earns 1 point. Less than 85% earns 0 points.

- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Reading): 75-100 earns 2 points. 70-74 earns 1 point. Less than 70 earns 0 points.
- Reading 5 Teacher Recommendation: Recommendation for Advanced Reading 6 earns 2 points.

**Advanced Reading 7 Criteria-**

**Students must earn at least five (5) points based upon the following four (4) criteria:**

- Grade 6 Reading final average
  - On-level Reading 6: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
  - Advanced Reading 6: 85-100% earns 2 points. 80-84% earns 1 point. Less than 80% earns 0 points.
- Grade 6 ELA PARCC Score: 790-850 earns 2 points. 750-789 earns 1 point. Less than 750 earns 0 points.
- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Reading): 83-100 earns 2 points. 78-82 earns 1 point. Less than 78 earns 0 points.
- Grade 6 Reading Teacher Recommendation: Recommendation for Advanced Reading 7 earns 2 points.

**Advanced Reading 8 Criteria-**

**Students must earn at least five (5) points based upon the following four (4) criteria:**

- Grade 7 Reading final average
  - On-level Reading 7: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
  - Advanced Reading 7: 85-100% earns 2 points. 80-84% earns 1 point. Less than 80% earns 0 points.
- Grade 7 ELA PARCC Score: 785-850 earns 2 points. 750-784 earns 1 point. Less than 750 earns 0 points.
- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Reading): 88-100 earns 2 points. 83-87 earns 1 point. Less than 83 earns 0 points.
- Grade 7 Reading Teacher Recommendation: Recommendation for Advanced Reading 8 earns 2 points.

## SUPPLEMENTAL READING

The **supplemental** reading program assists students who have been identified through specific criteria and are instructed according to their individual needs. Instruction may include support relating to the regular reading class or may be customized according to individual need. Communication between the BSIP teachers and the regular education teachers is ongoing throughout the school year.

### **Supplemental Reading 6 Criteria–**

Grade 5 Reading final average less than 70%.

Grade 5 ELA PARCC score less than 725.

Grade 5 Reading Teacher recommendation for Supplemental Reading 6.

### **Supplemental Reading 7 Criteria –**

Grade 6 Reading final average less than 70%.

Grade 6 ELA PARCC score less than 725.

Grade 6 Reading Teacher recommendation for Supplemental Reading 7.

### **Supplemental Reading 8 Criteria –**

Grade 7 Reading final average less than 70%.

Grade 7 ELA PARCC score less than 725.

Grade 7 Reading Teacher recommendation for Supplemental Reading 8.

## MATHEMATICS

**6<sup>th</sup> Grade** – A major goal of sixth grade mathematics is to provide students with a solid foundation for understanding numerical concepts as they move from elementary to middle school. They will become proficient in addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions. Students will explore algebra and geometry concepts, problem solving, data analysis, measurement, number sense and number theory, ratios, percents, and proportions. Students will be encouraged to reason and to communicate with each other about skills and ideas in mathematics that lead to conceptual and computational development. Much effort is made to link learning to real life applications and to communicate, both verbally and in writing, about mathematics. Differentiated instruction is provided to meet the needs of all students.



**7<sup>th</sup> Grade** – Goals at this level are for students to review skills of whole numbers, fractions, decimals, integers, probability, and the study of the coordinate system in order to use these skills in higher level problem solving situations. Percents and their applications will be emphasized along with geometry and measurement. The development of investigation, estimation, and reasoning when handling any potential problem will be priorities in this course. The overall objective is to prepare students to use mathematics effectively in today's world and to promote thinking and learning. Finally, skills are instilled using a variety of teaching strategies and methods including hands-on activities as well as cooperative learning.

**8<sup>th</sup> Grade (Pre-Algebra)** – Goals and objectives at this level are to prepare students for the rigorous demands of the high school math program. Students will be expected to master the following: problem solving, integers, decimals, fractions, percents, solving equations as well as inequalities, and understanding the coordinate system and its applications. Students will be exposed to pre-algebra and pre-geometry concepts. Teaching strategies emphasize higher order thinking through analysis and synthesis.

## **ADVANCED MATHEMATICS**

**6<sup>th</sup> Grade** – This course is offered to students who have shown the ability to reason and analyze concepts at a high-level of thinking with more independence. Some concepts taught are: whole numbers, fractions, decimals, percents, estimation, integers, probability, the coordinate system, and problem solving including geometry and reasoning skills. This course will prepare students to apply the concepts to real-world situations and understand abstract ideas. All sixth grade students will have two 40-minute math periods per day. Advanced Math 6 closely follows the Mathematics 7 curriculum. Consequently, those students that participate in Advanced Math 6 and subsequently do not meet the prerequisites for Advanced Math 7 will repeat much of the math curriculum in 7<sup>th</sup> grade to ensure mastery of these skills.

**7<sup>th</sup> Grade (Pre-Algebra)** – This course is offered to students who have shown the ability to reason and analyze concepts at high-level of thinking such as synthesizing information. Some concepts taught are: integers, decimals, fractions, solving equations and inequalities, percents, coordinate system, functions and equations, probability, and geometry. Group and hands-on activities are incorporated throughout the year as the teacher facilitates the lessons rather than direct teaching. Advanced Math 7 closely follows the Mathematics 8 curriculum. Consequently, those students that participate in Advanced Math 7 and subsequently do not meet the prerequisites for Advanced Math 8 (College Preparatory Algebra 1) will repeat much of the math curriculum in 8<sup>th</sup> grade to ensure mastery of these skills.

**8<sup>th</sup> Grade (Algebra I)** – This course is offered to students who not only have exceptional math ability, and have demonstrated a comprehensive knowledge of the math

objectives, but who, as 8<sup>th</sup> graders, have the self-discipline and maturity for this rigid, intense course. Major topics include algebraic properties and the real number system, functions and their graphs, linear equations and inequalities, polynomials and factoring, radicals, algebraic fractions and real world applications. Students may receive high school credit and will participate in the high school final exam. Students' grades may be calculated as part of the high school GPA and may appear on their high school transcripts.

#### **Advanced Math 6 Criteria-**

##### **Students must earn at least six (6) points based upon the following five (5) criteria:**

- Grade 5 Mathematics final average
  - On-level Math 5: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
  - Advanced Math 5: 85-100% earns 2 points. 80-84% earns 1 point. Less than 80% earns 0 points.
- Grade 5 Mathematics PARCC Score: 790-850 earns 2 points. 750-789 earns 1 point. Less than 750 earns 0 points.
- Grade 5 Mathematics End-of-Year Test: 90-100% earns 2 points. 85-89% earns 1 point. Less than 85% earns 0 points.
- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Math): 50-100 earns 2 points. 45-49 earns 1 point. Less than 45 earns 0 points.
- Mathematics 5 Teacher Recommendation: Recommendation for Advanced Math 6 earns 2 points.

#### **Advanced Math 7 Criteria-**

##### **Students must earn at least five (5) points based upon the following four (4) criteria:**

- Grade 6 Mathematics final average
  - On-level Math 6: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
  - Advanced Math 6: 85-100% earns 2 points. 80-84% earns 1 point. Less than 80% earns 0 points.
- Grade 6 Mathematics PARCC Score: 788-850 earns 2 points. 750-787 earns 1 point. Less than 750 earns 0 points.
- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Math): 60-100 earns 2 points. 55-59 earns 1 point. Less than 55 earns 0 points.

- Grade 6 Mathematics Teacher Recommendation: Recommendation for Advanced Math 7 earns 2 points.

### **Advanced Math 8 (Algebra 1) Criteria-**

#### **Students must earn at least five (5) points based upon the following four (4) criteria:**

- Grade 7 Mathematics final average
  - On-level Math 7: 95-100% earns 2 points. 90-94% earns 1 point. Less than 90% earns 0 points.
  - Advanced Math 7: 85-100% earns 2 points. 80-84% earns 1 point. Less than 80% earns 0 points.
- Grade 7 Mathematics PARCC Score: 786-850 earns 2 points. 750-785 earns 1 point. Less than 750 earns 0 points.
- Educational Record Bureau (ERB) Test (Required test for consideration for Advanced Math): 70-100 earns 2 points. 65-69 earns 1 point. Less than 65 earns 0 points.
- Grade 7 Mathematics Teacher Recommendation: Recommendation for Advanced Math 8 (Algebra 1) earns 2 points.

## **REFRESHER MATH**

In addition to Mathematics 7 or 8, students will be selected for Refresher Math 7 or 8 based on the criteria listed below. Refresher Math 7/8 is designed to increase the knowledge, skills, and problem-solving abilities of the selected students in order to improve their performance in the on-level mathematics curriculum and on standardized tests. Emphasis will be placed on mastering the foundational skills required to support instruction in the on-level mathematics classroom. This supplemental course will meet three days of the six-day cycle.

### **Refresher Math 7 Criteria-**

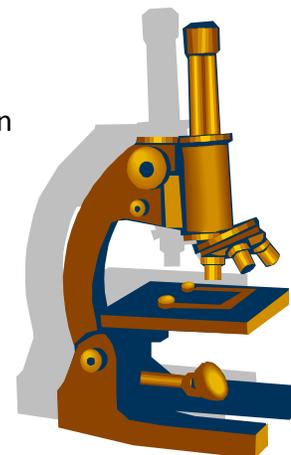
- Grade 6 Mathematics final average less than 70%.
- Grade 6 Mathematics PARCC score less than 725.
- Grade 6 Mathematics Teacher recommendation for Refresher Math 7.

### **Refresher Math 8 Criteria-**

- Grade 7 Mathematics final average less than 70%.
- Grade 7 Mathematics PARCC score less than 725.
- Grade 7 Mathematics Teacher recommendation for Refresher Math 8.

## **SCIENCE**

Science is a way of knowing, a process for gaining knowledge and understanding of the natural world. Science is best experienced as an active process requiring hands-on investigations in which student inquiry is central to learning. Our teachers provide opportunities for all students to experience science in a way that leads to a deeper understanding of the growing world of scientific knowledge.



The Middle School science curriculum is aligned with the New Jersey Student Learning Standards-Science (NJSL-S). All Middle School science courses incorporate authentic assessment tools such as oral presentations, laboratory-based activities, science projects, and cooperative activities into the course of study. Our courses also incorporate Science, Technology, Engineering, & Math (STEM) lessons. We focus on these areas together not only because the skills and knowledge in each discipline are essential for the student success, but also because these fields are deeply intertwined in the real world and in how students learn effectively. Our science courses emphasize the importance and excitement of scientific inquiry inside and outside the classroom. Students are challenged to ask questions, construct and test explanations, and communicate their ideas to their fellow students, teachers, community, and the world around them.

**6<sup>th</sup> Grade Science** is interdisciplinary in nature focusing on specific topics from the life, physical and earth sciences and engineering design. Students will study electricity, magnetism, motion, forces, light, waves, body systems, cells, weather, and climate.

**7<sup>th</sup> Grade Science** is an integrated course focusing on space, earth, and life sciences and engineering design. Students will study astronomy, plate tectonics, the cycling of Earth's materials, the inheritance and variation of traits, and biological evolution.

**8<sup>th</sup> Grade Science** is an integrated course focusing on physical and life sciences and engineering design. Students will explore the structure and interactions of matter, energy forms and transformation, and ecology and human activity.

## **SOCIAL STUDIES**

**6<sup>th</sup> Grade** – Social Studies draws from disciplines of archaeology, economics, geography, history, philosophy, political science, and sociology. The sixth grade curriculum covers prehistoric man, ancient civilizations, and medieval times. Among the civilizations that may be covered during the year are Mesopotamia, Egypt, Greece, Rome, India and China. In the process of exploring these civilizations, students compare and contrast their own present lives with the pasts of these great civilizations. They will also cover many of the World Religions including Judaism, Hinduism, Buddhism, Islam, and Christianity, as well as the Holocaust. The study of World Religions and the Holocaust will help the students gain perspective as well as an appreciation of individual differences.



**7<sup>th</sup> Grade** – World Geography, the study of geography in our rapidly changing world, is of undeniable importance. This course will begin to explore these issues. In addition, the prospect of new world markets and emerging industrial countries is having a tremendous impact on world politics economics, environments and societies. This course will center on the study of Europe, the former Soviet Union, the Middle East, Africa, South Asia, and China.

**8<sup>th</sup> Grade** – The eighth grade Social Studies curriculum is a study of Civics that focuses on the structure and functions of government at the federal, state, and local levels. Also studied at this level is the American Colonial and Revolutionary periods, the Civil War, the Civil Rights Movement, and women’s suffrage movement, which expanded democratic participation.



## **SPECIAL EDUCATION**

The IEP team will determine the least restrictive environment based upon each student's strengths and needs. The special education classes include:

- **In-class Support** classes provide instruction and support from a special education teacher and/or aide to students with disabilities, in the general education classroom. These classes enable the student to participate in the general education curriculum.
- **Resource Room** classes modify the general education curriculum and instructional strategies to meet the student's individual needs.
- **Study Skills** classes provide students assistance in organizing and understanding material that is being taught in the general education classroom.
- **Multiple Disabilities (MD)** classes are provided for students in need of more intensive and specialized instruction. Students are provided a modified curriculum emphasizing functional life skills specific to their needs.

## **WORLD LANGUAGES**

### **Notes:**

- 6<sup>th</sup> grade World Language cycle courses meet four out of six days.
- Students in sixth grade will have an opportunity to explore both French and Spanish for a one-cycle rotation.
- All 7<sup>th</sup> and 8<sup>th</sup> grade World Language classes meet everyday.
- The language chosen upon entering grade seven will be the language studied throughout Middle School (grades 7-8).
- Students successfully completing Seventh and Eighth Grade Spanish or French with a grade of 70% or better will matriculate into Accelerated (ACC) French 2 or Accelerated (ACC) Spanish 2 at the high school. Students who have earned a 90% or better year end average will be given the opportunity to matriculate into Honors French 2 or Honors Spanish 2 at the high school.

### **Sixth Grade Exploratory French Sixth Grade Exploratory Spanish**



Students in grade 6 will be introduced to the basics of conversational French/Spanish with the similarities and differences to the English language. The areas of pronunciation and vocabulary will be stressed as they relate to expressions of courtesy, greetings, leave taking, numbers, telling time, days of the week, months of the year, and likes and

dislikes. Emphasis will be on learning appropriate verbal responses in a variety of situations as they relate to French/Spanish culture.

**Seventh Grade French 1A**  
**Seventh Grade Spanish 1A**

This beginning level course is designed to lay a foundation for speaking, reading, writing and oral comprehension in the target language while developing an up-to-date awareness of the French/Hispanic cultures.



**Eighth Grade French 1B**  
**Eighth Grade Spanish 1B**

Prerequisite: Seventh Grade French 1A/Spanish 1A

In this level, instruction builds on skills previously learned. Communicative activities in reading, writing, and speaking are designed to motivate young people to work towards language proficiency while developing an up-to-date awareness of the French/Hispanic cultures.

## **PHYSICAL EDUCATION**

Sixth grade students will meet for Physical Education four times in the six-day cycle for the year. Seventh and eighth grade students will meet for Physical Education three times in the six-day cycle for all four marking periods. Students will participate in a variety of sports, games, and activities such as, soccer, touch football, fitness testing, volleyball, and dance. Students must be prepared for P.E. class every scheduled day. This includes changing from school clothes into a t-shirt and shorts/sweatpants. Athletic sneakers must also be worn. We prefer that students wear a gray t-shirt and black shorts for P.E. Being unprepared for class will result in a loss of points.



Students will receive a numerical grade for physical education on their report cards. Each marking period is based on 100 points and students will be graded in four categories in all activities throughout the year; fitness – 25%, skill - 10%, cooperation/participation - 25%, preparation – 40%. Students will also lose points for being unprepared for class (2 points the first time and 5 points each time after that).

## **HEALTH EDUCATION**

Note: The state of New Jersey requires passage of Health and Physical Education for consideration for promotion to the next grade level.

Sixth grade students will be in health class for one marking period, four days out of the six-day cycle. Seventh and eighth grade students will be in health class for three days in the six-day cycle for a semester. Health courses meet in addition to the scheduled physical education course. Students will receive a numerical grade for health on their report cards. Each topic listed below is covered in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade health. Each year lessons/discussions are geared to grade-level.

- *Growth & Development*
- *Nutrition*
- *Diseases*
- *Safety*
- *Social & Emotional Health/Suicide*
- *Health Services*
- *Substance Abuse*
- *Relationships*
- *Human Sexuality*
- *Pregnancy & Childbirth*
- *Body Systems*
- *Character & Leadership*
- *Harassment, Intimidation & Bullying*
- *Teen Dating Violence*

## **RELATED ARTS EXPLORATORY COURSES - SIXTH GRADE**

Sixth grade Middle School students are required to pass each exploratory, related arts class with either an "O" (Outstanding) or an "S" (Satisfactory). Unsatisfactory performance will be marked with a "U." There are eight cycle rotations that meet four days in the six-day cycle for one marking period. Students will take two cycle courses per marking period.

**ART 6** – Sixth grade students will explore the Elements of Art and the Principles of Design which are the basic building blocks on which a student can develop an understanding and awareness of the creative process, a working vocabulary, and a basic evaluation of their own work and the work of others. The students will explore these fundamentals through the areas of drawing, painting, sculpture, printmaking, and

textiles. Many projects will explore ancient civilizations, such as Egypt, Greece and China, the same areas studied in the Social Studies Curriculum. Each year students move further along the Art Timeline all the way to modern art in 8<sup>th</sup> grade. Students will be graded on projects, sketchbook assignments, and class participation.

**THE WORLD OF MUSIC 6** – Students study “Music around the World,” which is a study of various music cultures. In addition, students have a brief overview of some major composers from baroque, classical, and romantic periods. Students also review the instrument families with performance in the class on their respective instruments. Finally, students study music fundamentals in rhythm and notation, and will experience introductory guitar.

**MUSIC AND THE STAGE 6** – This is a beginning course in which students engage in creative musical and theatrical exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students are introduced to musical drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the basic elements of dramatic production.

**COMPUTERS 6** – Students will make a *Choose Your Own Adventure Book*. This book will be made completely on the computer and students will use many Microsoft Office programs, including Word, Excel, Power Point, and the internet. The last week of the cycle the students will present their stories to the class, and the students will be graded on the completion and quality of the project. Students will also spend one day per cycle-week improving their typing skills in the program [www.edutyping.com](http://www.edutyping.com). They may do additional work on this at home if they desire, since it is web-based.

**COOKING 6** – Students will begin with lessons on general safety, food safety, measuring techniques, equivalents, and abbreviations used in cooking, dishwashing, and the use of kitchen tools and appliances. Students must then achieve a 70% or better on a test before they may work in the kitchen labs. Students will then begin preparing simple and nutritious foods and snacks in class. They will prepare at least one food from each of the food groups. They will be graded on classwork assignments and safe, sanitary, and correct preparation in the foods labs. Good teamwork and manners are also necessary for a successful cooking lab. Students are encouraged to try the recipes from class at home.

**EXPLORATORY SPANISH 6** – See World Language section

**EXPLORATORY FRENCH 6** – See World Language section

**HEALTH 6** – See Health Education section

## **SIXTH GRADE GROUPS & ENSEMBLES**

### ***THESE ARE PULL-OUT COURSES THAT MEET ON A ROTATING BASIS***

**CONCERT BAND 6** – Concert Band is a group comprised of woodwinds, brass, and percussion instruments. Students continue to work on music reading and instrument playing fundamentals through exercises and band music. Seventh and Eighth grade groups combine to form our concert band. The band performs in the winter and spring concerts. Selected students may participate in Jazz Band by director recommendation. Students who excel may be recommended to regional Junior High Bands (7 & 8) by audition.

**CHORUS 6** – Chorus is an ensemble that is for anyone who likes to sing. Proper singing and breathing techniques, sight-singing, and working on new and exciting music are all a focus of the class. There are two concerts a year in which Chorus performs. There is a concert in the winter and one in the spring.

**STRINGS 6** – The Middle School string ensemble performs at least two concerts each year, often in conjunction with the Rush Elementary School and the Cinnaminson High School. This offers students the chance to be both mentor to younger students and be mentored by older students. Each concert usually has a theme, but diversity and exposure to musical styles ensure that during students' three years at the Cinnaminson Middle School, they are exposed to the many idioms of string performance. We are fortunate that as well as owning several traditional acoustic violins, violas, cellos, and basses, our students also have the opportunity to play electric 4s and 5s string violins/violas and a 4 string electric cello.

### ***THIS GROUP (BELOW) IS BY INVITATION ONLY AND MEETS ONCE A WEEK AFTER SCHOOL***

**PROJECT CHALLENGE 6** – This program is designed for students who are identified by the district as gifted and talented. Students will be challenged through a variety of projects and competitions. Students are given opportunities to focus on their individual talents and interests while also completing required assignments. Parents of identified children may elect to have them participate in this program. Please follow the Project Challenge link found on the CMS Homepage for more information.

## **ELECTIVES – SEVENTH GRADE**

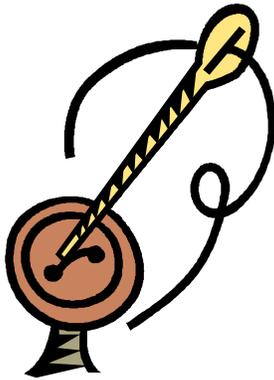
### ***SEMESTER ELECTIVES – THESE COURSES MEET THREE OUT OF SIX DAYS FOR A SEMESTER (45 meetings)***

**ART 7** – Seventh grade students will identify and recognize the Elements of Art and the Principles of Design used in formulating and organizing drawings, paintings, sculptures, graphic and textile designs. Students will understand and make use of varied media and techniques to explore these areas of art. Students will also be introduced to various artists and art styles, learning to interpret stylistic qualities, symbolism, and meaning through the use of compositional elements and principles. Students will be evaluated on time and effort, creativity, and criteria specific to project.

**EXPERIENCING MUSIC 7** – In 7<sup>th</sup> grade, students enjoy music while composing a variety of songs with topics ranging from a rap, to a line dance, to a character education song. In addition, students also continue to learn music fundamentals in rhythm and notation.

**MUSIC AND THE STAGE 7** - This is a continuing course in which students engage in creative musical and theatrical exercises to develop imagination, observation, and concentration. Students also condition their bodies and voices to be flexible, coordinated, and expressive. Students continue their study of musical drama through activities such as improvisation, pantomime, storytelling, characterization, stage directions, and vocal projection. This course includes the elements of dramatic production and creating an original monologue.

**COMPUTERS 7** – The students will become investors in the stock market. Every student will receive \$30,000 in fictitious money to invest. They will use Microsoft Office programs including Word, Excel, Power Point, and the Internet to complete the project. Students will learn how to track stocks and calculate how well they are doing daily, as well as weekly. In the end, the students will present to the class their projects and compete against each other to become the top stock market “investor” for the cycle. The way technology is going, keyboarding will continue to be a major skill students need to successfully complete their schooling from 7<sup>th</sup> grade all the way through college. Students will concentrate a good deal on improving their typing skills by using the program [www.edutyping.com](http://www.edutyping.com) for a marking period, completing two units a day of typing reinforcement. This program will give a life-skill that they need in this ever-changing technological world in which we live.



**EXPLORING LIFE SKILLS 7** – Seventh grade students will focus on a number of practical and life skills in this semester course. The curriculum will include topics such as sewing, textiles/apparel, nutrition, budgeting and banking, career exploration, and family relationships.

***FULL YEAR ELECTIVES – THESE COURSES MEET THREE OUT OF SIX DAYS FOR THE YEAR (90 meetings)***

**CHORUS 7** – Chorus is an ensemble that is for anyone who likes to sing. Proper singing and breathing techniques, sight-singing, and working on new and exciting music are all a focus of the class. There are two concerts a year in which Chorus performs. There is a concert in the winter and one in the spring.

**CONCERT BAND 7** – Concert Band is a group comprised of woodwinds, brass, and percussion instruments. Students continue to work on music reading and instrument playing fundamentals through exercises and band music. Seventh and Eighth grade groups combine to form our concert band. The band performs in the winter and spring concerts. Selected students may participate in Jazz Band by director recommendation. Students who excel may be recommended to regional Junior High Bands (7 & 8) by audition.

**GUITARS 7** – The Middle School Guitar Ensemble performs both the winter and spring concerts each year along with the Chorus and Band. In the Guitar Ensemble, students will develop the skills of reading music and playing chords along with performing a repertoire of music from Pop, Rock, Country, Jazz and Classical in both an ensemble and solo setting. Students will also have the opportunity to play at various community and public performances. This group is for 7<sup>th</sup> and 8<sup>th</sup> grade students only. Sixth grade students interested in guitar will experience it in general music class.

**PROJECT CHALLENGE 7** – This program is designed for students who are identified by the district as gifted and talented. Students will be challenged through a variety of projects and competitions. Students are given opportunities to focus on their individual talents and interests while also completing required assignments. Parents of identified children may elect to have them participate in this program. Students in the program will meet during the school day without missing any core subjects. An after-school component is offered for students who need extra help or would like to do group work. Please follow the Project Challenge link found on the CMS Homepage for more information.

**STRINGS 7** – The Middle School string ensemble performs at least two concerts each year, often in conjunction with the Rush Elementary School and the Cinnaminson High School. This offers students the chance to be both mentor to younger students and be mentored by older students. Each concert usually has a theme, but diversity and exposure to musical styles ensure that during students’ three years at the Cinnaminson Middle School, they are exposed to the many idioms of string performance. We are fortunate that as well as owning several traditional acoustic violins, violas, cellos, and basses, our students also have the opportunity to play electric 4s and 5s string violins/violas and a 4 string electric cello.

**CHIMES CHOIR 7** – Chimes Choir is a group that studies beginning and intermediate handbell/chime techniques. Students are scheduled by grade level and **meet on a rotating schedule throughout the day** (one period, one day out of 6). These groups perform in the winter and spring concerts and special events in the community.

## **ELECTIVES – EIGHTH GRADE**

**SEMESTER ELECTIVES – THESE COURSES MEET THREE OUT OF SIX DAYS FOR A SEMESTER (45 meetings)**

**ART 8** – Eighth grade students will identify and utilize the Elements of Art and the Principles of Design in drawings, paintings, sculpture, graphic and textile designs. Students will understand and work with various media and techniques. The focus this year will be modern artists and different techniques in sculpture. Each project is graded based on time and effort, creativity, and criteria specific to the lesson.

**COMPUTERS 8** – This eighth grade course of study provides each student a basic knowledge of processes and techniques needed to use computers in everyday applications and also serve as a firm foundation for future formal study. Students will spend a marking period on internet safety and learning how to become better digital citizens. Course content includes such topics as internet safety, scams, cyberbullying, and research on the web. One day per week, the keyboarding skills learned in 7<sup>th</sup> grade will be reinforced. Students will construct a *Stop Motion* movie. This movie will be made completely on the computer and use many Microsoft Office programs, including Word, Excel, Web Cams, and Adobe Premiere. The last week of the cycle, the students will present their movies to the class, and be graded on completion and quality of the project.



**COOKING 8** - Students will begin with lessons on general safety, food safety, measuring techniques, equivalents, and abbreviations used in cooking, as well as the use of kitchen tools and appliances. Students must then achieve a 70% or better on a test before they may work in the kitchen labs. Students will analyze regional cooking of the United States and will

prepare a dish from each of the seven regions studied. To encourage lifestyle eating and food preparation methods, each student will be required to do a home cooking project. For this project, students will select a fruit or vegetable, write a short report, prepare a healthy food item of their choice, with parent supervision, and present their project to the class. The class will culminate with a friendly cooking competition where students will spend time preparing a recipe for a casserole incorporating several ingredients and presenting their creations to a panel of judges.

**CREATIVE WRITING 8** - This course will examine the many techniques and strategies writers can utilize to write and speak creatively. Through quality literature and discourse, the students will analyze creative concepts throughout history and emulate writing styles accordingly. With a focus on originality and inventiveness, the students will learn to take compositional risks and enhance individual creativity.

**MUSIC & SOCIETY 8** – In 8<sup>th</sup> grade, students will study the popular music from Elvis Presley and the Beatles to today. The continuation of music fundamentals in rhythm and notation is also taught in this class. Finally, students will create a computer project of a group or artist of their choice.

**FULL YEAR ELECTIVES – THESE COURSES (EXCEPT CHIMES) MEET THREE OUT OF SIX DAYS FOR THE YEAR (90 meetings)**

**CHORUS 8** – Chorus is an ensemble that is for anyone who likes to sing. Proper singing and breathing techniques, sight-singing, and working on new and exciting music are all a focus of the class. There are two concerts a year in which Chorus performs. There is a concert in the winter and one in the spring.

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# **EXTRA-CURRICULAR ACTIVITIES**

## **CLUBS/ACTIVITIES**

Art Club  
 Battle of the Books 6<sup>th</sup>  
 Battle of the Books 7/8<sup>th</sup>  
 B.L.A.S.T. ^  
 Cinnaminson Select Singers  
 Dance Club

Drama Club  
 Environmental Club  
 Homework Club  
 Jazz Band  
 Junior Cinnamentors  
 Science Robotics Club  
 World Cultures Club

S.H.O.C.K. \*  
 Spring Musical  
 S.T.O.P. ~  
 Student Senate  
 Unity Club  
 Yearbook

^ B.L.A.S.T. = Board Games, Life Skills, Activities, Social Skills, Team Building

\* S.H.O.C.K. = Students Helping Others Create Kindness

~ S.T.O.P. = Students Teaching Options and Preventions

## **INTERSCHOLASTIC SPORTS**

### **FALL**

Cross Country 6-8  
 Field Hockey 6-8  
 Soccer (Boys) 6-8  
 Soccer (Girls) 6-8

### **WINTER**

Basketball (Boys) 7/8  
 Basketball (Girls) 7/8  
 Wrestling 6-8

### **SPRING**

Baseball 7/8  
 Lacrosse 6-8  
 Softball 6-8  
 Track 6-8

