

Lawton C. Johnson Summit Middle School Summit, New Jersey



Program of Studies 2021-2022

LAWTON C. JOHNSON SUMMIT MIDDLE SCHOOL
Summit, New Jersey

January 2021

Dear Students and Parents,

This booklet contains important information about the Lawton C. Johnson Summit Middle School program. It should be especially helpful to you as we plan together for next year. Please remember that any member of our staff is ready to help if you need more information or have questions about the information presented.

Our goal is a satisfying and rewarding school experience for each student in the Lawton C. Johnson Summit Middle School.

Sincerely,

Dr. Donna Gallo

Dr. Donna Gallo
Principal

ADMINISTRATION

Mr. Scott Hough
Superintendent of Schools

Dr. Donna Gallo
Principal

Mr. John Ciferni
Assistant Principal

Ms. Laura Muller
Assistant Principal

NOTICE OF NON-DISCRIMINATION

It is the policy of the Summit City School District that this district does not discriminate on the basis of race, color, creed, religion, sex, affectional or sexual orientation, ancestry, national origin, social or economic status, or disability.

Mr. Robert Gardella has been designated as the district's Affirmative Action Officer to handle complaints alleging all other prohibited types of discrimination and to coordinate the district's efforts to comply with the regulations implementing all other non-discrimination laws.

Ms. Doreen Babis has been designated as the district's 504/ADA Coordinator to handle complaints alleging discrimination based on one's disability and to coordinate the district's efforts to comply with the regulations implementing Section 504 and the ADA.

Mr. Gardella and Ms. Babis may be contacted at the following addresses:

Mr. Robert Gardella
Director of Human Resources and Staff Development
Board of Education
14 Beekman Terrace
Summit, NJ 07901
(908) 273-3023

Ms. Doreen Babis
Director of Special Education Services
Office of Special Education Services
14 Beekman Terrace
Summit, NJ 07901
(908) 273-6658

PHILOSOPHY OF THE MIDDLE SCHOOL

Lawton C. Johnson Summit Middle School is focused on implementing cutting edge educational practices designed to effectively engage students and foster life-long learning. We are committed to the growth and development of the whole child. We recognize that the middle-school years are exciting, unpredictable, emotional, and challenging. It is our mission as a school community to provide a safe, supportive, and stimulating environment where diversity is celebrated, uniqueness is valued, and high academic standards are maintained to ensure success for all students. The instructional program stresses mastery of language and computation skills, development of critical-thinking skills and problem-solving strategies, study skills, and ability to cooperate with other students to promote learning. The program also provides students with opportunities to study new subjects and explore new interests. The co-curricular program provides opportunities to explore leisure-time and career interests.

The Middle School program actively involves the counselor, the teacher, the student, and the parent in an effort to help each student to cope with changes associated with preadolescence.

Students who acquire knowledge and skills, learn to cooperate with each other and participate in a variety of activities, feel self-confident, and look forward to the challenges of the high school program.

ORGANIZATION

The principal is responsible for the total operation of the Middle School. Responsibilities for curriculum development and supervision of instruction are shared with the Assistant Principal for Curriculum and Instruction. The Assistant Principal for Student Affairs has a major responsibility in the areas of discipline, attendance, student activities, and general operations.

Interdisciplinary teams are the primary instructional groups in grades six, seven, and eight. Each team consists of an English teacher, a Social Studies teacher, a Mathematics teacher, a Science teacher, a Special Education teacher, and approximately one hundred students.

Teachers on each team have a common meeting time to provide an opportunity for interdisciplinary planning, parent conferences, and the sharing of information about their students' progress.

Student placement on a team is the result of an effort to balance the teams by using the following criteria: academic competence, gender, the sending elementary school, and course selection. A teacher known as the team leader heads each team and works in conjunction with department supervisors, the principal, and assistant principals in planning and implementing the instructional program.

School Counselors act as student advocates and play an important role in overseeing each student's social and academic progress. School Counselors are here to support both the students and parents, as needed.

GUIDANCE AND COUNSELING SERVICES

School Counselors in the Lawton C. Johnson Summit Middle School help students and their parents by monitoring academic progress, assisting students with their personal, social, or school problems, and planning their middle school programs. The Counseling Department also organizes and coordinates the Advisory program, which are classroom lessons based on the pillars of Character Education. Students are assigned alphabetically to counselors. Students may arrange to meet with their counselor by filling out an appointment slip in the office. Parents may arrange a conference with the counselor or with individual teachers by calling the guidance office. For additional information please go to the following website:

<https://www.summit.k12.nj.us/schools/lcj-summit-middle-school/lcjmsms-school-counseling>

The Student Assistance Counselor (SAC) works to support the entire student community along with the school counselors. The SAC is not assigned to a caseload of students and instead acts as a resource for all students. The SAC can support students to manage changes and challenges they may find in middle school, working with any student or group in a confidential setting. The SAC also builds connections within the local community and can provide information and referrals to different community agencies and resources.

LIBRARY LEARNING COMMONS

The Library Learning Commons (LLC) provides students and staff access to ideas and information. The LLC is a place for inspiration, exploration and collaboration. While at the Middle School, students become effective users of information and ideas. This is accomplished through cooperative planning between the classroom teacher and librarian, which ensures the integration of informational literacy skills into the classroom curriculum. Our aim is to create lifelong library users through well-planned lessons and a positive library experience. The LLC is open to students after school and before school. During the school day, students may visit the LLC individually, in small groups, or as part of a class.

Materials are selected with both curriculum needs and student reading interests in mind. In an effort to meet the needs of the learner, the collection contains information in a variety of formats including books, magazines, newspapers, audio books, eBooks, streaming video, DVD, and controlled access to the Internet. In addition to the print reference sources available in the LLC, students have the ability to access a variety of online reference databases remotely via the LLC website: <http://lcjmsllc.weebly.com>. Our fully automated LLC can accommodate two classes at one time, as well as small groups. Two full-time educational media specialists staff the facility.

SPECIAL EDUCATION SERVICES

The goal of Special Education is to provide students who have been evaluated by the Child Study Team and found eligible for Special Education and related services with the opportunity for academic, as well as personal growth and development. Each student is encouraged to seek the highest level of excellence in the least restrictive environment. When a student is determined eligible for Special Education and related services, the IEP team develops an Individualized Education Program (IEP). The IEP team, including the teachers, parents, case manager, and the student, when appropriate, determine the program that meets the student's learning needs. The IEP describes, in detail, the student's Special Education program and is implemented after the parents have given written consent. A full continuum of Special Education services is available to classified students.

SPECIAL EDUCATION SERVICES (CONTINUED)

To the extent possible, classified students are scheduled in General Education classes in all areas of the curriculum. Some students may be scheduled part of the day in classes taught or supported by Special Education teachers, while others receive all instruction in the General Education setting with the appropriate supplementary aids and services.

Lawton C. Johnson Summit Middle School programs include, but are not limited to:

- **Pull-Out Replacement** is designed to provide instruction in content areas, such as, English and Mathematics. The Special Education staff, using techniques, strategies, and modifications appropriate for the specific needs of the student as indicated in his/her IEP, teach these courses.
- **In-Class Support** is a program that supports the classified student in the General Education classroom. The Special Education teacher works collaboratively with the subject area specialist to develop strategies for effective delivery of curriculum for individual classified students. The Special Education teacher may be present for some or all of the class periods, depending on the needs of the student.
- **Pull-Out Support** is a program option that is designed to provide students with the skills, strategies, and techniques needed to enhance study habits and organizational skills, and improve performance in General Education classes.

Related Services

Related services, such as, speech/language therapy, occupational therapy, physical therapy, and counseling are provided to students who require them in order to benefit from their educational program.

Contact Teacher

Each classified student at the Middle School has a Special Education teacher who assumes the role of the contact teacher. The contact teacher serves as the primary point of contact for classified students. Contact teachers meet regularly with students to assess progress, identify obstacles to success, and, if appropriate, initiate steps to promote success. The contact teacher maintains ongoing communication with teachers in all subject areas to assess student achievement of course objectives and student relationships with peers and staff. Effective lines of communication are established and maintained through regular contacts with parents, child study team members, school counselors, and administrators.

Child Study Team

Child Study Team members include a school psychologist, school social worker, and a learning disabilities teacher-consultant. These professionals serve as case managers for classified students. They oversee the education and implementation of the IEP for classified students.

BASIC SKILLS INSTRUCTION

Basic Skills Instruction is intended to provide additional support in ELA and/or Math for identified students in grades six through eight. Placement into these classes is data driven (i.e., assessment scores, classroom performance). The model used for delivering instruction and the commitment of time is different depending upon the academic content area and needs of the learners.

Families will be notified as to whether their child qualifies to receive these services.

ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION

Students requiring English language proficiency development in order to be successful are screened based on their Home Language Survey and are enrolled in English as a Second Language (ESL) as needed. ESL instruction is designed to develop the English Language Learner's (ELL) English language proficiency as quickly as possible. The ESL class objectives are aligned to New Jersey English Core Curriculum Standards and the WIDA English Language Proficiency (ELP) standards. These standards address:

- Social and Instructional Language
- Language of English
- Language of Mathematics
- Language of Science
- Language of Social Studies

ELL students may be enrolled in one or two ESL classes. Students are also eligible for one period of ESL/Bilingual Support. The balance of the ELL student's schedule is determined on an individual basis. The students may exit the ESL/BE program when they meet multiple criteria that predict future academic success.

SIXTH GRADE PROGRAM

Team Courses

- English
- Mathematics
- Science
- Social Studies

World Language

- French
- Latin
- Mandarin Chinese
- Spanish
- Reading Strategies

Cycle Courses

- Art
- Film Studies
- Robotics and Coding or General Music
- Drama or Technology Engineering & Design (TED)
- Math Strategies

Physical Education

- Health
- Physical Education

Performing Music (See Page 29 for an overview of this program.):

- Band
- Chorus
- Orchestra

SIXTH GRADE COURSE DESCRIPTIONS

TEAM COURSES

ENGLISH

Sixth Grade Language Arts provides students with the literacy skills to access meaning in written texts and synthesize it to create personal meaning. Students develop their critical and interpretive reading skills through close reading of both fiction and nonfiction texts. While reading students make connections to themselves, the world around them and across texts. Students engage in meaningful discourse to help promote their interpretation of texts. Students write for a variety of purposes and audiences in the form of literary analyses, research-based argumentative essays, narratives, and poetry. Students hone their writing skills through a comprehensive writing process including thorough planning, drafting, self-editing, peer-editing, and conferencing. Through this process students become thoughtful, well-versed writers. Throughout the course students engage with multimedia as both a resource and a product of their understanding. Students employ reading, writing, and speaking skills across other disciplines as they engage in cross-curricular projects.

MATHEMATICS

There are two main levels of sixth grade Mathematics:

Math 6

Accelerated Math 6

Math 6 and Accelerated Math 6 courses emphasize the development of problem solving and thinking skills, in compliance with the New Jersey Student Learning Standards. Instruction focuses on strengthening verbal and written communication, reasoning, and application of terminology and symbolism. The use of calculators and computers is encouraged within appropriate units of study.

In an attempt to maintain balance between the need for expansion of knowledge and the reinforcement of skills, students are grouped within each team. This allows for integration of math with other subjects and facilitates movement between levels in math. Please note that initial course recommendations may be adjusted based on performance during the second semester of the current school year. For a complete overview of the Mathematics courses from fifth to ninth grade, see the chart on Page 32.

Math 6

Math 6 builds upon students' understanding of whole numbers, fractions, and decimals. Students expand their knowledge of geometry, percent, and probability. Hands-on experiences provide a foundation for the understanding of abstract mathematical concepts. Problem-solving strategies, mental mathematics, and applications of data are practiced.

Accelerated Math 6

Accelerated Math is intended for highly motivated students who demonstrate mastery of basic computational skills and display problem-solving ability. In addition to extending whole number, fraction, and decimal skills, students work with positive and negative numbers, ratio and proportion, percent, algebraic equations, and geometry.

SOCIAL STUDIES

The sixth grade social studies program introduces students to the origins and development of world societies and culture. The course, *The Mapping of Man*, explores the ways in which geography influenced the origins of human civilization through an interdisciplinary and analytical approach. Additionally, the development and characteristics of culture, daily life, belief systems, transportation, economics, and communication systems will be covered as part of course study.

The New Jersey Student Learning Standards for Social Studies are evident throughout this course of study. During the year, an emphasis will be placed on social studies and geography skills, as students investigate topics and interpret facts and ideas. Media presentations, short-term collaborative and individual projects, analytical reading assignments, writing, discussions, public speaking and presenting, cooperative learning, role play, map reading and interpretation, and data analysis are all essential elements of the program. Current events will be discussed as they relate to the curriculum and the development of the student's ability to become critical thinking citizens in a democratic society.

SCIENCE

At all three grade-levels our Science Curriculum is designed to integrate physical, life, and earth science topics with an inquiry-based, hands-on approach. Students experience each type of science every year, so that concepts can be taught in a developmentally appropriate way and reinforced throughout the years. Correlated with the most up-to-date standards, the program takes an interconnected approach to prepare students with the twenty-first century skills that are required of scientists. As concepts are reinforced throughout each year and across multiple years, students are expected to demonstrate increased engagement and mastery of the content. Teachers use a range of approaches to actively engage students in science. Technology, engineering, design, and mathematics are connected with the science topics to further enhance learning experiences. The integration of all three sciences provides the students with a broad understanding and appreciation of the interrelationships between the physical and natural sciences. Students are exposed to situations where they are required to examine evidence and draw conclusions by solving real world problems. At each level, a culminating event gives the students a chance to showcase their emerging science skills to the parents, peers, staff, and district community.

WORLD LANGUAGE OR READING

World Language

The New Jersey Student Learning Standard for World Language study is:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Based on the goals of the New Jersey Core Curriculum standard for World Language, our Novice language learners in Spanish, French, and Mandarin Chinese engage in conversations, present information, and interpret authentic materials in meaningful contexts on a novice level. Novice

WORLD LANGUAGE OR READING (CONTINUED)

Latin students focus primarily on demonstrating understanding of spoken and written communication, as well as learning to use Latin within the classroom. Students learn in a target-language rich immersion classroom environment. Resources include audio-visuals, the Internet, and textbooks designed for the middle-school learner.

Our Spanish, French, and Mandarin Chinese curriculum K-12 provides appropriate and challenging experiences that capitalize on and continue the development of the Novice students' language proficiency and cultural understanding that were built in the elementary program.

Students also learn to communicate about the essential topics of home, family, school, friends, activities, and self. Novice French students also study various Francophone cultures. Mandarin Chinese students learn spoken language, as well as the unique characters that comprise the Mandarin Chinese written language.

Novice Latin students learn classroom expressions, explore the wide influence of Latin on other languages, read and translate Latin text, and begin to discover what is known about Roman life, culture, and mythology.

Reading Strategies

Reading Strategies is offered to selected students who would benefit from intensive instruction in a variety of reading and writing experiences. Selected students will take reading in place of a World Language. Students are given instruction in reading a variety of materials. Proficiency in recognizing main ideas and supporting details, sequencing, summarizing and drawing conclusions in informational text is stressed. Emphasis is placed on vocabulary building and analysis strategies. In addition, students strengthen their skills reading fiction through the exploration of various types of literature. Literary elements are taught and reinforced. Skimming and scanning teach students the fundamentals that give students the ability to adjust their reading rate to specific purposes. A central objective of the reading courses is to strengthen reading and writing skills so that students can meet with success in other content areas. Writing skills in connection to reading strategies are also stressed and reinforced as part of the reading program. Critical thinking and reasoning help build student confidence. Students are taught that reading is an essential, pleasurable experience with the hope they become lifelong readers.

CYCLE COURSES

During their middle-school years, students have the opportunity to explore offerings in a variety of areas. There are four cycles per year. Students take a total of eight cycle classes within their sixth and seventh grade years. These cycles include: Art, Film Studies, Robotics and Coding, General Music, Drama, Technology Engineering & Design (TED), Math Strategies, and Media Literacy.

Art

The art cycle course program focuses on developing creative problem-solving skills, increasing artistic vocabulary, gaining insightful use of the elements of design, self-critiquing, expanding skills in computer graphics, and learning about various artists and cultures. Students are exposed to specific exercises in drawing, painting, sculpture, computer graphics, ceramics, and art appreciation.

Film Studies

Literature is an incredibly effective way to teach children, but it does not reach all students. Whether they are struggling readers, cannot connect with the subject, or just do not enjoy reading, books can cause some students to shut down. Although they are not adequate substitutes, movies present alternative ways of telling a story. They also appeal to students with visual and auditory learning styles. This cycle course will use movies to echo critical concepts from other disciplines in an attempt to lay foundational knowledge, reinforce existing understanding, and deepen understanding of topics related to the students' core classes. Throughout the marking period, students will engage in several projects: making flipbooks to understand the origins of motion pictures, creating stop-motion films, designing public service announcements, and creating a short story following the Hero's Journey plot archetype.

Robotics and Coding

Maker Technologies is a cycle course that is transitioning to meet the needs of our ever changing technological world. It will also serve as an introduction to more advanced courses available in high school. The core topics covered during the course will be Robotics and Coding. The hands-on activities will vary in the level of complexity depending on the previous experiences of the students. During the quarter, the students will use various data and design applications to enhance the learning and connect it to real life experiences.

General Music

General Music is a cycle course designed to develop appreciation and further stimulate creative thinking and interest in music. Students are given a hands-on introduction to the language of music with MIDI (Multiple Instrument Digital Interface) keyboards with an emphasis on right-hand playing. Students are also exposed to music theory and music history, significant composers and learn basic methods of composing, which they practice on Sibelius, a software music notation program. Students have the opportunity to perform original compositions and ensemble pieces on the keyboard.

Drama

This cycle class encourages students to *open up* and, by working closely with one another, learn about people and themselves. Desks are rarely used; instead, students are up on their feet working, thinking, interacting, questioning, and having fun. Students are graded on participation, interest, effort, skills improvement, and, particularly, on their willingness to try. The use of theater games, monologues, two-person scenes, looking at theatrical time periods, and theater history, helps students to:

- Stimulate their imaginations;
- Develop their powers of observation;
- Foster the use of their senses;
- Promote critical thinking;
- Encourage self-expression;
- Stimulate discussion;
- Broaden their understanding of human behavior;
- Develop their language skills;
- Motivate reading; and
- Foster group-work skills

Technology Engineering & Design (TED)

TED 6 or TED 7 grade are required STEM cycle courses designed to introduce students to the world of technology. Students in this introductory class are introduced to the meaning of technology and its relationship to science. They are also introduced to the Engineering Design Process (EDP) and its application to solving practical real-world problems. This project-based curriculum focuses on the use of the 21st Century Skills of collaboration, creativity, critical thinking and communication to engineer solutions to a series of problems. Students will follow the 8 step EDP from identification of the problem, through solution brainstorming, design, prototyping and testing and apply them to a design challenge. Students also learn the fundamentals of engineering drawing and create a series of orthographic and isometric drawings. TED 6 students learn gears and other simple machines and build and test Lego™ vehicles; TED 7 students learn gears and other simple machines and build, code and test Lego Mindstorms™ robots. For the final project, students are introduced to basic woodworking hand tools and safety and use computers to produce templates for the final woodworking project. Throughout the course students maintain a professional engineering record (journal) of all activities and projects.

Math Strategies

Designed to support students who need additional support in mathematics, the Math Strategies cycle course aims at small group instruction and aids students in learning strategies to help them achieve according to the NJ State Standards. The course provides students with differentiated instruction and varied opportunities to work toward improving achievement while recognizing individual learning differences and striving to build students' competence and confidence.

HEALTH

Every sixth grade student must complete one quarter of Health Education. Students are scheduled during their Physical Education period. Students explore topics that are relevant to their social, emotional, and physical development. Pertinent topics include the components of fitness, the health triangle, tobacco, personal grooming, safety and first aid, nutrition, and the body systems. Problem-solving, decision-making, and consumerism are included in all areas of study.

PHYSICAL EDUCATION

The Physical Education program is geared to developing skills and techniques in team and individual sports. Considerable emphasis is placed on the promotion of physical fitness.

SEVENTH GRADE PROGRAM

Team Courses

English
Science
Social Studies
Mathematics

World Language or Reading

French
Spanish
Latin
Mandarin Chinese
Reading Strategies

Cycle Courses

Art
Media Literacy
Robotics and Coding or General Music
Drama or Technology Engineering & Design (TED)
Math Strategies
Independent Study *

Physical Education

Health
Physical Education

Performing Music (See Page 29 for an overview of this program.)

Band
Orchestra
Chorus

* For selected students

SEVENTH GRADE COURSE DESCRIPTIONS

TEAM COURSES

ENGLISH

The seventh grade English curriculum includes a study of literature (novel, short story, poetry, and drama), composition, grammar, vocabulary, spelling, speech, and listening skills. During the year, there is a review of study skills and test-taking strategies. Students and teachers in a variety of ways use computers. When appropriate, English is integrated with other subjects. All units of study are comprised of instruction, reinforcement, and assessment. The curriculum meets the requirements of the New Jersey Student Learning Standards for English Language Arts.

SCIENCE

At all three grade-levels our Science Curriculum is designed to integrate physical, life, and earth science topics with an inquiry-based, hands-on approach. Students experience each type of science every year, so that concepts can be taught in a developmentally appropriate way and reinforced throughout the years. Correlated with the most up-to-date standards, the program takes an interconnected approach to prepare students with the twenty-first century skills that are required of scientists. As concepts are reinforced throughout each year and across multiple years, students are expected to demonstrate increased engagement and mastery of the content. Teachers use a range of approaches to actively engage students in science. Technology, engineering, design, and mathematics are connected with the science topics to further enhance learning experiences. The integration of all three sciences provides the students with a broad understanding and appreciation of the interrelationships between the physical and natural sciences. Students are exposed to situations where they are required to examine evidence and draw conclusions by solving real world problems. At each level, a culminating event gives the students a chance to showcase their emerging science skills to the parents, peers, staff, and district community.

SOCIAL STUDIES

The seventh grade Social Studies program continues building on the student's education in the history and political system of America begun in grades four and five. The course is primarily an American History course with a strong focus on civics. Geography, economics, and social studies skills are woven into the curriculum and support the historical theme. Students cover our history from the time of early exploration to the period of Reconstruction. They also learn about the development of the American political and legal system and how our economy works. New Jersey's part in this process will also be covered, as will the importance of the contributions made by Native Americans, African Americans and the various culture groups that have become part of the legacy of our nation.

The New Jersey Student Learning Standards are evident in the objectives of this course. A key theme of the standards is the importance of educating students to become responsible citizens of their nation and the world. Emphasis is placed on social studies skills. Map reading, media presentations, research, short- and long-term group and individual projects, reading assignments, cooperative teams, role play, data analysis, and writing are all essential components within the program. Students learn to utilize textbooks and other varied sources to complete assignments. Current events are discussed as they relate to curriculum and the development of student ability to become critical thinkers in a democratic society.

MATHEMATICS

Three main Mathematics courses are offered:

Math 7

Pre-Algebra 7

Pre-Algebra 7 Enriched

Seventh grade Mathematics students are grouped by ability into one of three courses. This type of grouping promotes mathematical confidence and success and maximizes opportunity. Please note that initial course recommendations may be adjusted based on performance during the second semester of the current school year. For a complete overview of the Mathematics courses from sixth to ninth grade, see the chart on Page 32.

Math 7

Math 7 reviews, reinforces, and extends computational skills to include fractions, decimals, and percent, as well as an in-depth introduction to integers. Building a solid foundation of understanding of the number system is a major goal of this program. Units of study in geometry, statistics, and algebraic thinking are also presented.

Pre-Algebra 7

Pre-Algebra 7 is designed for highly motivated students who possess excellent quantitative skills. Students study traditional topics in numeration and computation using an algebraic approach. The program includes: Geometry, applications of ratios, proportions, percent, and statistics. Concept development and problem solving remain critical. Students demonstrating success in this course tend to enroll in Foundations of Algebra in grade eight.

Pre-Algebra 7 Enriched

Pre-Algebra 7 Enriched is intended for mathematics students with excellent quantitative skills and demonstrated capacity for dealing with abstract concepts. Algebraic and geometric concepts are taught in an interrelated manner. Arithmetic procedures involving fractions, decimals, and signed numbers are solidified. Units involving statistics and geometry are also presented. Students demonstrating success in this course (a B average) tend to continue into the Algebra 1 Enriched program in eighth grade.

WORLD LANGUAGE OR READING/ENGLISH SKILLS

World Language

The New Jersey Student Learning Standard for World Language study is:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Seventh graders may be placed in Novice or Emerging levels of Spanish, French, Latin, or Mandarin Chinese. Emerging level students continue to improve understanding of the target cultures and to develop communicative language skills. Students are provided many opportunities to engage in conversations, present information to a known audience, and interpret authentic materials in the target language within a meaningful context.

World Language (Continued)

Middle school teachers work collaboratively to provide challenging and authentic learning experiences for the students. French, Spanish, and Mandarin Chinese students work in a target-language immersion environment and Latin students work in a Latin-rich classroom. Resources include audio-visually, the Internet, and textbooks designed for the middle-school learner.

Reading Strategies

Reading Strategies is offered to selected students who would benefit from intensive instruction in a variety of reading and writing experiences. Selected students will take reading in place of a World Language. Students are given instruction in reading a variety of materials. Proficiency in recognizing main ideas and supporting details, sequencing, summarizing and drawing conclusions in informational text is stressed. Emphasis is placed on vocabulary building and analysis strategies. In addition, students strengthen their skills reading fiction through the exploration of various types of literature. Literary elements are taught and reinforced. Skimming and scanning teach students the fundamentals that give students the ability to adjust their reading rate to specific purposes. A central objective of the reading courses is to strengthen reading and writing skills so that students can meet with success in other content areas. Writing skills in connection to reading strategies are also stressed and reinforced as part of the reading program. Critical thinking and reasoning help build student confidence. Students are taught that reading is an essential, pleasurable experience with the hope they become lifelong readers.

CYCLE COURSES

During their middle-school years, students have the opportunity to explore offerings in a variety of areas. There are four cycles per year. Students take a total of eight cycle classes within their sixth and seventh grade years. These cycles include: Art, Film Studies, Robotics and Coding, General Music, Drama, Technology Engineering & Design (TED), Math Strategies, and Media Literacy.

Art

Students build on skills learned in sixth grade; they experience in-depth exposure to design problems and the use of diverse materials. In this cycle course, students create several personal projects based on the art of specific cultures. Self-critiquing, use of elements of design, and development of an artistic vocabulary are included in the course. Assignments include drawing, painting, computer graphics, and art appreciation.

Media Literacy

The Media Literacy cycle course promotes an understanding of the ways the media and advertisers affect society's beliefs, opinions, and wants through bias and persuasive techniques. Since advertising has become deeply woven into our culture, it is necessary to develop an awareness of how it shapes one's perception of themselves and the world. Students will also learn how to actively read the news and interpret reporting through a critical lens to identify bias and accuracy in reporting.

Robotics and Coding

Maker Technologies is a cycle course that is transitioning to meet the needs of our ever changing technological world. It will also serve as an introduction to more advanced courses available in high school. The core topics covered during the course will be Robotics and Coding. The hands-on activities will vary in the level of complexity depending on the previous experiences of the students. During the quarter, the students will use various data and design applications to enhance the learning and connect it to real life experiences.

General Music

General Music is a cycle course designed to develop appreciation and stimulate creative thinking and interest in music. Students are given a hands-on introduction to the language of music with MIDI (Multiple Instrument Digital Interface) keyboards with an emphasis on right-hand playing. Students are also exposed to music theory and music history, significant composers and learn basic methods of composing, which they practice on Sibelius, a software music notation program. Students have the opportunity to perform original compositions and ensemble pieces on the keyboard.

Drama

The Drama cycle course encourages students to *open up* and, by working closely with one another, learn about people and themselves. The use of theater games, monologues, two-person scenes, looking at theatrical time periods, and theater history, helps students to:

- Stimulate their imaginations;
- Develop their powers of observation;
- Foster the use of their senses;
- Promote critical thinking;
- Encourage self-expression;
- Stimulate discussion;
- Broaden their understanding of human behavior;
- Develop their language skills;
- Motivate reading; and
- Foster group-work skills.

Desks are rarely used in this class; instead, students are on their feet working, thinking, interacting, questioning, and, most of all, having fun. Students are graded on participation, interest, effort, skills improvement, and, particularly, on their willingness to try it.

Technology Engineering & Design (TED)

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Independent Study

Independent Study is a program offered to a select group of students who demonstrate exceptional natural academic abilities. Admittance is determined by a variety of requirements including but not limited to: grades, standardized and school developed test scores and timed writing samples. Placement into this class will be reassessed on an annual basis.

Math Strategies

The Math Strategies cycle course program is designed to support students who need additional support in mathematics. Through small group instruction, students learn strategies to help them achieve according to the NJ State Standards. The course will provide students with differentiated instruction and varied opportunities to work toward improving achievement. The program recognizes individual learning differences and strives to build students' competence and confidence. The district is committed to providing instruction that aids students in displaying academic growth in order to be successful in all aspects of the curriculum.

HEALTH

Every seventh grade student must complete one quarter of health education each school year. The students are scheduled during physical education periods. The curriculum allows students to explore topics that are relevant to their social, emotional, and physical development. These topics include: mental health, drug education and medicines, handling stress and peer pressure. Problem solving, decision-making, and consumerism are also included in the curriculum.

PHYSICAL EDUCATION

Physical Education continues to emphasize the development of total body fitness. Team and individual sports remain a significant aspect of physical education.

EIGHTH GRADE PROGRAM

Team Courses

English
Science
We the Students
Mathematics

World Language or Reading

French
Spanish
Latin
Mandarin Chinese
Reading Strategies

Cycle Courses

Digital Art
Civil Discourse
Go Figure
Musical Theater Workshop
TED Design Challenge
Whodunit?
Math Strategies
Independent Study *

Physical Education

Health
Physical Education

Performing Music (See Page 28 for an overview of this program.)

Band
Orchestra
Chorus

* For selected students.

EIGHTH GRADE COURSE DESCRIPTIONS

TEAM COURSES

ENGLISH

Eighth Grade language arts serves as an important bridge between the skills introduced and honed in the middle school and the skills needed to be developed and introduced for success at the high school. Through the study of various literary genres students learn to read closely and critically about the literature, making relevant connections to themselves, to other texts, and to their worlds. The literature serves as a practice ground for students to develop a deep sense of empathy as they examine ways to make the material more relevant. This practice leads to the development of the reader into a compassionate, caring, well-rounded person who learns through the understanding of a foreign subject by finding common ground with the subject. The skill will expand beyond the literature to their everyday interactions in their world. Most importantly through the literature, students will learn to critically think about their world, create deep personal meaning, and formulate their own opinions to be justified and supported by solid textual reasoning found in the material and/or other texts and articulated sophisticatedly in speech, writing, and other forms of expression. Students will sharpen their writing skills through a detailed writing process including all the steps of thoughtful prewriting, drafting, editing and revising, self and peer editing, etc. Writing will improve drastically as students employ an integrated “read like a writer” mentality examining authors’ styles and creating their own writings based on a style analysis of each writer. This practice can be applied to all forms of writing for a variety of purposes and audiences including literary analysis, research-based argumentative essays, and narratives. Not only will writing improve based on the style analysis, but also students’ reading comprehension will improve as they become more cognitively aware of what a writer is trying to accomplish with each word, line, and passage of a text.

SCIENCE

At all three grade-levels our Science Curriculum is designed to integrate physical, life, and earth science topics with an inquiry-based, hands-on approach. Students experience each type of science every year, so that concepts can be taught in a developmentally appropriate way and reinforced throughout the years. Correlated with the most up-to-date standards, the program takes an interconnected approach to prepare students with the twenty-first century skills that are required of scientists. As concepts are reinforced throughout each year and across multiple years, students are expected to demonstrate increased engagement and mastery of the content. Teachers use a range of approaches to actively engage students in science. Technology, engineering, design, and mathematics are connected with the science topics to further enhance learning experiences. The integration of all three sciences provides the students with a broad understanding and appreciation of the interrelationships between the physical and natural sciences. Students are exposed to situations where they are required to examine evidence and draw conclusions by solving real world problems. At each level, a culminating event gives the students a chance to showcase their emerging science skills to the parents, peers, staff, and district community.

WE THE STUDENTS

Eighth Grade Social Studies, also known as *We the Students*, is dedicated to addressing the United States and global civics and citizenship strands of the Core Content Standards by covering the following topics: Government and Citizenship; People, Politics, and Issues that Shape our Society; Law and Justice; and Economics and the Connected World. Activities such as designing mock campaigns, campaign finance, mock trials, stock and trade simulations using real-time data, case studies, political debate, and the creation of public service announcements are interwoven into instruction throughout the year. This is a student-centered, hands-on, technology-infused course. To add to the value and relevance of the course, natural and frequent cross-content connections are made throughout the eighth grade curriculum. Social studies skills are also reinforced. Students investigate topics and interpret facts and ideas. Media presentations, group and individual projects, reading assignments, writing, discussions, class presentations, cooperative learning, and role-playing are all essential components of the program. Current events will be discussed as they relate to the curriculum and the development of the student's ability to become critical thinkers as citizens in a democratic society. Students will build upon what they already know about world geography and history while exploring issues and topics important to them as global citizens.

MATHEMATICS

Grade eight Mathematics courses consist of:

Pre-Algebra 8
Foundations of Algebra
Algebra 1 Enriched

Students are grouped by ability as a means of promoting mathematical confidence and maximizing opportunities for success. Please note that initial course recommendations may be adjusted based on performance during the second semester of the current school year. For a complete overview of Mathematics courses from fifth to ninth grade, see the chart on Page 32.

Pre-Algebra 8

Pre-Algebra 8 is intended to encourage students to think mathematically. It is designed as preparation for future studies in Algebra and Geometry. Skills in Algebra, Geometry, number theory, patterns and functions, data, and problem solving are presented. The instructional approach balances skill-focused units involving numbers and procedures with problem solving-based applications which develop a more algebraic approach to thinking and reasoning. Students demonstrating success in this course (a B average) tend to continue into the Foundations of Algebra program in ninth grade.

Foundations of Algebra

Foundations of Algebra is intended for the students who are prepared to begin their exploration of Algebra 1; to obtain mastery of the skills, techniques, and concepts necessary for success in future mathematics courses. The course includes an exploration of the properties of the real number system, fundamental operations with real numbers and variables, solving equations, inequalities, linear and non-linear relationships, and linear systems. Students will develop these concepts numerically, graphically, and analytically. In addition, students will maintain their skills in all strands of mathematics through problem-based experiences that focus on the connections between algebra and topics involving geometry and data analysis. Students in this course will complete their Algebra 1 curriculum in ninth grade.

Algebra 1 Enriched

Algebra 1 Enriched provides a challenging, in-depth experience with the three key elements of Algebra: equations and inequalities, graphing, and interchangeable use of words and symbols. An important goal of this course is to lead students toward more independence in their learning through continuous previewing and reviewing of concepts. Complex applications of Algebra are introduced as the traditional skills are developed. Strands involving informal geometry, probability, statistics, and discrete mathematics are interwoven throughout the course. Students demonstrating success in this course tend to continue into the Geometry program in grade nine and are eligible to apply for placement in the Honors level. Specific information regarding the Honors application process is distributed in January of the eighth grade year.

WORLD LANGUAGE OR READING/ENGLISH SKILLS

World Language

The New Jersey Student Learning Standard for World Language study is:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Eighth graders may enroll in Emerging, or Intermediate levels of Spanish, French, Latin, or Mandarin Chinese. Students continue to develop communicative language skills in target-language immersion classrooms. Culturally appropriate tasks enhance student understanding of the target cultures. Reading authentic texts, viewing current events from the Internet, and directed compositions are some of the challenges that prepare students for high school language courses. Resources include audio-visually, the Internet, and textbooks designed for the middle-school learner.

Intermediate Latin students continue to develop skills in communication, reading, and writing with an emphasis on history and mythology of the Greco-Roman world. Students will read, analyze, and translate short selections in Latin.

Reading Strategies

Reading Strategies Arts is offered to selected students who would benefit from intensive instruction in a variety of reading and writing experiences. Selected students will take reading in place of a World Language. Students are given instruction in reading a variety of materials. Proficiency in recognizing main ideas and supporting details, sequencing, summarizing and drawing conclusions in informational text is stressed. Emphasis is placed on vocabulary building and analysis strategies. In addition, students strengthen their skills reading fiction through the exploration of various types of literature. Literary elements are taught and reinforced. Skimming and scanning teach students the fundamentals that give students the ability to adjust their reading rate to specific purposes. A central objective of the reading courses is to strengthen reading and writing skills so that students can meet with success in other content areas. Writing skills in connection to reading strategies are also stressed and reinforced as part of the reading program. Critical thinking and reasoning help build student confidence. Students are taught that reading is an essential, pleasurable experience with the hope they become lifelong readers.

CYCLE COURSES

Eighth Grade cycle courses provide a problem-based approach to learning. Students participate fully in their educational experiences as they gain skills and knowledge that are relevant and practical. Each of these teacher-developed courses focuses on global themes, integrates technology, and engages students in a collaborative learning process. Twenty-first Century skills are also emphasized in each course. All eighth grade students take two required courses – Digital Arts and Civil Discourse. Students then select two of the remaining four elective courses. These selections are made in the spring of a student’s seventh grade school year.

Digital Art

Digital Art is a cycle course dealing with various creative suite applications and technology to produce an artistic body of work. Students will learn computer illustration techniques, image manipulation, animation, and graphic design visual literacy. As students are introduced to the various tools in the digital arts, they will learn and apply the fundamentals of design with software applications (Adobe Creative Suite), as well as study the language of art and the principles of design to create a body of work throughout the cycle. Projects coordinate technical skills with organization, management, communication, ethics and teamwork. As students refine their skills making and creating, they will also be deepening their understanding of art and design, aesthetics and criticism. Students will be given challenging real world projects and assignments typical of the graphic design industry

Civil Discourse

The Civil Discourse cycle course provides students with opportunities to identify and explore the roots of contemporary social issues/current events by researching the various perspectives that exist within a single topic. Students will discover how science, history, technology, and language interact in the real world while exploring the existence of bias in the media. A focus on public speaking and “civil discourse” will allow students to hone their oratory skills as they express their opinions regarding the issues of the day.

Go Figure

21st-century learners have access to more information and resources than any other group of students in history. Despite this wealth of instantly available information, many students fail to use the internet to solve or “figure out” common problems. From common questions to complex inquiries, the internet is filled with articles, tutorials, videos and countless other resources that can guide students through the problem-solving process. The “Go Figure” cycle course will teach students how to use their inquiry and research skills, honed in other courses, and apply them to answering authentic questions.

Whodunit?

The focus of the eighth grade Forensic Science curriculum is the application of skills that enables students to solve real-world mysteries using scientific principles, critical thinking, collaboration, and reflection. This cycle course provides an enjoyable student-centered learning environment where students solve real-world mysteries by developing hypotheses and applying knowledge of forensic science. They use technology tools, incorporate peer and self-assessment techniques, develop skill in evaluation of meaningful and relevant evidence, and work collaboratively. This problem-based course is centered on a driving task – the solution to the mysteries presented using digital storytelling. Students have the opportunity to reflect in writing on their own creative process in an interactive science notebook.

Musical Theater Workshop (fka: G.L.E.E) pending BOE approval

In this cycle course, students engage in the creative process, developing, designing and performing in a musical production and building upon previously acquired skills in music and drama. Working in collaborative groups, students mount a polished production of an original or adapted musical consisting of short scenes and musical numbers that allow for solo, duet, and group performances. Given a global theme, students explore social, multicultural, and human issues, incorporating them into their unique role within the musical presentation. The history of musical theatre provides the basis for in-depth study and application. Students develop the skills and are given the opportunity to become the playwright, composer, lyricist, actor, musician, dancer, choreographer, director, designer, or technician. Students have the opportunity to reflect on their contribution to the creative process and final performance through self and peer assessment.

TED Design Challenge

The focus of the eighth grade technology, engineering & design (TED) curriculum is the development of skills that provide students with insight into the technological world and expand their knowledge and interest beyond the classroom. This student-centered cycle course allows students to identify a problem and create a solution, which could be a local/personal need or a community/global concern. Working in collaborative teams, students design or construct an innovation or invention to solve that problem using the seven-step design loop to guide their use of engineering and design technology. Students provide ongoing reflection in a daily log in order to present their solution to an audience.

Math Strategies

The Math Strategies cycle course is designed to support students who need additional support in mathematics. Through small group instruction, students learn strategies to help them achieve according to the NJ State Standards. The course will provide students with differentiated instruction and varied opportunities to work toward improving achievement. The program recognizes individual learning differences and strives to build students' competence and confidence. The district is committed to providing instruction that aids students in displaying academic growth in order to be successful in all aspects of the curriculum.

Independent Study

Independent Study is a program offered to a select group of students who demonstrate exceptional natural academic abilities. Admittance is determined by a variety of requirements including but not limited to: grades, standardized and school developed test scores and timed writing samples. Placement into this class will be reassessed on an annual basis.

HEALTH

Every eighth grade student must complete one quarter of health education. Students are scheduled during physical education periods.

The curriculum allows students to explore topics that are relevant to their social, emotional, and physical development. The health curriculum follows a sequence that determines topics to be emphasized, reinforced, or introduced at each grade level. Pertinent areas include family living and developing healthy relationships, prevention and control of disease and health problems, sexuality, growth and development.

Problem-solving, decision-making, and consumerism are included in all areas of study. State-mandated AIDS education is included at this level.

PHYSICAL EDUCATION

The physical education program focuses on encouraging students to develop an appreciation for wellness. Improving strength, endurance, agility, speed, and coordination are objectives around which the classes are constructed.

PERFORMING MUSIC

Band, Orchestra, and Chorus

Ensembles are scheduled five times during a three-week period. Students may elect only one of the three Performing Music courses for the entire school year. Band, Orchestra, and Chorus have a rotating lesson schedule. Seventh and eighth grade students choosing Band or Orchestra have the option of participating in Lunchtime Chorus to obtain a vocal music experience.

Band

Band groups include: Sixth, Seventh and Eighth Grade Bands. Beginning lessons are offered to students who have not had previous instrumental music experience. Through special exercises and graded materials, students develop techniques of individual and group performance. The bands successfully perform a variety of ensemble literature, as well as works of noted composers, popular songs, and contemporary compositions. Other performance opportunities include the Jazz Lab Band, Stage Band, Flute Ensemble, Morris-Union Jointure Commission performing groups, Region Band and Orchestra, and All-City Music Masters. Band groups perform frequently at assemblies, evening concerts, community programs, and music festivals.

Orchestra

Orchestra groups include: Sixth, Seventh and Eighth Grade Orchestras. Through special exercises and graded materials, students develop techniques for individual and group performance. Other performance opportunities include the Lawton C. Johnson Summit Middle School String Quartet, Chamber Orchestra, Morris-Union Jointure Orchestra, Region Orchestra, and All-City Music Masters. Ensembles aid in developing discrimination in matters of intonation, rhythmic accuracy, tone quality, and dynamic contrast. Orchestra groups perform frequently at assemblies, evening concerts, community programs, and music festivals.

Chorus

Chorus groups include: Sixth, Seventh, and Eighth Grade Choruses. Chorus is a performance-oriented course. The chorus aims to develop in the student, knowledge, and use of basic principles of good singing, appreciation of a variety of musical styles, enjoyment of a wholesome leisure-time activity, and a sense of accomplishment through participation in group musical performances. Self-discipline and cooperative learning are stressed. Chorus training includes part-singing, with attention to diction, tone quality, balance and blend, dynamics, and precision of attack and release. Special attention is given to the changing voice of the adolescent boy.

Students who are enrolled in Band and Orchestra may also participate in Chorus via the Shared-Chorus program in which students come to a rotating Shared-Chorus lesson once approximately every two weeks (in lieu of their instrumental lesson) to learn their grade level's respective repertoire and ultimately perform with the larger curricular ensemble at all concerts.

Bel Canto

All students are welcome to audition for our select choral group, Bel Canto. This group performs both in school and in the community. Members are coached for excellence in vocal and performance skills. Additional chamber groups may be formed when there are sufficient numbers of students available. Outstanding vocalists may also receive the opportunity to participate in Region Chorus, Morris-Union Jointure Chorus, and All-City Music Masters.

CO-CURRICULAR ACTIVITIES

Co-curricular activities are an important part of the Middle School program. Students are given opportunities to explore areas of interest, meet new friends, and cooperate and compete with others. Student participation in these activities develops personal qualities that are important to student growth and development. Students learn to accept responsibilities, make commitments, respect others, and manage time wisely; thus, they develop a positive self-concept. The Lawton C. Johnson Summit Middle School encourages each student to participate in at least one co-curricular activity during the school year.

Intramurals

The Intramural program provides students with an opportunity to engage in a variety of activities. Activities for girls and boys include volleyball, soccer, basketball, and ping-pong. The Intramural program is an important supplement to the total school program. All students are encouraged to become involved in the activity of their choice.

Clubs

A wide variety of special-interest clubs and competitions are available to students. These opportunities may change from year to year because of changing student interest and the availability of staff sponsors. Most of the clubs meet at least once a month, either before or after school. A listing of the clubs is posted on the website at the beginning of the school year.

Interscholastic Competition

The Middle School interscholastic program includes:

- Boys and girls: basketball (grades 7 and 8 only), cross-country, track, and wrestling
- Girls: field hockey (grades 7 and 8 only) and softball

A limited schedule is arranged in all sports.

Team Building/Orientation Program

Summit's Team Building Program, known as *Stokes*, is a weekend experience for sixth grade students. The weekend takes place in northwest New Jersey. Small groups of students, led by trained teachers and Summit High School students, work together at problem solving. The weekend is held in September at Fairview Lake Camp located in Stillwater, New Jersey. Students have an opportunity to get to know and work together in an informal setting. Awareness and appreciation of student interaction and collaborative problem-solving are stressed.

Summit Recreation Department Opportunities

Through the Summit Recreation Department, middle school students are afforded the opportunity to participate in a variety of sports and activities. The Recreation Department sponsors participation in several different sports during each season.

REPORT CARDS

It is expected that students in Lawton C. Johnson Summit Middle School will strive to learn and become self-learners. High achievement is maintained as teachers and students work together to sharpen basic skills, explore new ideas, expand ability to think, and master basic understandings.

Student grades are based on daily work, both oral and written, completion of projects, and a variety of testing experiences.

The following grades are given quarterly in each subject:

A to A-	= Excellent	P	= Passing
B+ to B-	= Good	F	= Failing
C+ to C	= Satisfactory	ME	= Medical Excuse
C-	= Needs Improvement	M	= Audit
D	= Low Pass		

Students are also rated in conduct and effort:

1	=	Excellent
2	=	Good
3	=	Needs Improvement
4	=	Consistently Unsatisfactory

2021 - 2022 LCJSMS Mathematics Course Sequence

