

Middle  
School  
Program  
of  
Academic  
Studies

A course selection guide for  
Grade 7 and Grade 8

2017-2018

Pennbrook  
Penndale  
Pennfield

May 5, 2017 is the final deadline for students and/or parents to initiate requests for course changes.



## Statement of Vision

NPSD: Student-centered with a focus on academic challenge, meaningful experiences and personal responsibility.

## Shared Values

**Visionary Leadership:** Contributing to the development of a quality organization by building the relationships necessary to create the conditions that:

- foster a high level of employee, student and community engagement
- provide opportunities for employee decision-making
- include a high level of visibility
- are characterized by leadership coaching

**High Expectations for Learning:** Cultivating an environment where:

- every student knows he or she can succeed
- families, community members and staff demonstrate the confidence to meet the needs of every child
- strategies are used that ensure high levels of achievement and address student learning differences

**People-Centered:** Empowering and equipping students, staff and community members to better serve by:

- providing them with a healthful environment in which they continuously learn and embrace change
- soliciting feedback to effectively understand and address the needs and concerns of students, staff and the community

**Continuous Improvement:** Creating a culture of commitment throughout the organization to use and share data that measures student, employee and organizational performance in:

- decision-making
- planning focused on retaining strengths
- addressing opportunities for improvement
- program assessment

**Partnerships and Teamwork:** Utilizing the power of teaming to deliver the best for our school community.

**Universal Values:** North Penn school community members will model universal values to collaborate effectively in their daily activities.

These values include but are not limited to: civic responsibility, consideration, cooperation, dependability, fairness, goodwill, honesty, kindness, orderliness, patience, perseverance, politeness, respect, responsibility and sportsmanship.

## Statement of Mission

The North Penn School District is an effective, innovative, student-centered community of teaching and learning where every student is empowered to:

- become an independent, adaptable, life-long learner who uses knowledge to create new understandings
- exhibit creative, collaborative, and critical thinking
- achieve at his or her highest potential
- live as a positive, responsible, and contributing citizen of the global society



This Middle School Program of Academic Studies has been designed to help students and their parents plan an academic program that stimulates curiosity and motivates students to explore new areas of learning. During the middle school years, students and parents have their first opportunity to select courses based on students' needs, interests and abilities.

We encourage students and parents to carefully review the Program of Academic Studies and the recommendations made by teachers on the verification letters sent home with your student and/or through Home Access Center (HAC). Teachers, counselors and administrators are available to assist in this process.

Seventh grade students and teachers will be organized into teams for English, Math, Reading, Science and Social Studies. All students will be required to take a variety of exploratory courses so that they can experience diverse opportunities as they define their interests, strengths and capabilities. Identified eligible seventh and eighth grade students, who are in need of specially designed instruction, will be provided Special Education or Gifted classes as determined by the Individual Education Program (IEP).

**Policy Statement:** All activities and courses, including Technology education, Vocational-Technical education, Family Consumer Science and Physical Education courses at North Penn School District are available to all students as required by Title VI, Title IX and Section 504. If there are prerequisites, they are based on ability and aptitude, not on race, color, national origin, sex or any handicapping conditions. If a student is physically or mentally handicapped, they may qualify for special services and instruction, and equipment modifications so they can successfully complete the course or participate in any activity.

If you have questions about equal educational opportunities or complaints, contact Title IX Officer, Cheryl McCue, at the Educational Services Center, 401 East Hancock St., Lansdale, PA 19446 (215-368-0400).

## Philosophy for Middle Schools

The administration, faculty and board of school directors, with the support of the community, recognize the uniqueness and demands of the emerging adolescent and seek to provide experiences which enhance individual development and assist the student in learning societal responsibilities.

Middle school students need a wide range of easily accessible learning opportunities. Therefore, we strive to:

1. Provide a climate in which the focus of the program is the student.
2. Create small communities within the middle school level by assigning a common set of students to a specified number of teachers for a common core of subjects and a common block of time. This concept is called "Teaming of Students".
3. Help each student acquire mastery of the basic skills.
4. Teach students to evaluate and apply various kinds of information with which they come in daily contact.
5. Provide experiences for students to see the relationship between academic principles and their application for the future.
6. Foster a positive attitude toward the learning process.
7. Encourage the development of individual achievement.
8. Provide opportunities for students based on their needs and interests.
9. Encourage appreciation and develop skills in the arts and humanities.
10. Provide experiences for students to practice good health, safety and family living skills.
11. Provide a variety of both structured and informational physical and co-curricular activities appropriate to the student's age and development.

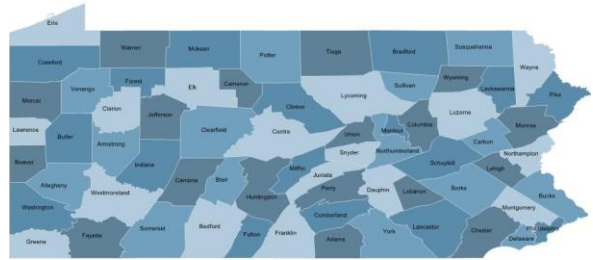
This program should assist the adolescent in the transition from childhood dependence to adult independence. Therefore we strive to:

1. Help every student develop self-understanding and a feeling of self-worth.
2. Provide a positive environment emphasizing an understanding and appreciation of others.
3. Provide constructive outlets to help the adolescent resolve conflict.
4. Promote an awareness of and continuing participation in constructive leisure activities.
5. Develop individual awareness of and responsibility for group rights, attitudes and actions.
6. Use discipline as a learning experience through which the student accepts responsibility for his/her behavior.
7. Promote good citizenship through the understanding of and participation in the democratic process.

Responsibility for the success of this program will be shared by the home, the community and the school. Therefore, we strive to:

1. Provide planned opportunities for continuous staff improvement in order to achieve the program goals.
2. Establish a total school environment which promotes the exchange of ideas among administrators, teachers, parents, students and other interested community members.

## School Performance Profile



School Performance Profile (SPP) replaces the federal accountability measure, Adequate Yearly Progress (AYP).

The annual Pennsylvania SPP provides:

- Parents with performance measures for the school of residence, neighboring schools and schools across the state.
- A building-level score for evaluating educators as part of the Educator Effectiveness System.
- Measures of each district, school, comprehensive career and technical center, cyber charter and charter schools in Pennsylvania.
- A tool to inform goal setting, planning and resource allocation to improve student achievement.

SPP provides a quantitative academic score based upon a 100-point scale, using the following source data applicable to a secondary school setting indicators:

- Academic achievement (40%)
  - Percent Proficient on PSSA and Keystone Exams
  - Percent Competent or higher on the NOCTI assessment
  - Percent of students earning at least one score of three or higher on an AP test
  - Performance of students on SAT tests
- Closing the Achievement Gap – All Students (5%)
- Closing the Achievement Gap – Historically Low Performing Students (5%)
- Academic Growth/PVAAS (40%)
- Other (10%)
  - Four Year Cohort Graduation Rate
  - Annual Promotion Rate
  - Annual Attendance Rate
  - Participation in AP, Dual Enrollment, and/or International Baccalaureate Coursework
  - PSAT Participation Rate
  - Extra Credit for Advanced Achievement

## Counseling Services

Counseling services are aimed at helping each student have the most successful school experience possible. Students are encouraged to expand their knowledge by building upon previous experiences, developing a deeper understanding of their strengths and needs, and gaining an understanding of themselves and their relationship to the changing world in which they live.

The guidance curriculum consists of structured experiences presented systematically through group activities. The purpose of the curriculum is to provide all students with information to plan and manage their own personal and career development, and their continued learning.

Counselors work with students in large and small groups as well as individually. Students who wish to work with others on finding solutions to concerns that prevent them from doing their best in school will have group counseling opportunities.

Counselors aid in the coordination of standardized test(s) such as the Pennsylvania System of School Assessment (PSSA) in grades 7 and 8, and Keystone Exams. Following receipt of test results, interpretation of results is offered.

Students may arrange for an appointment by completing a request form in the counseling center. If the need for a conference is urgent, students are asked to alert the guidance secretary who will see that a counselor contacts the student as soon as possible.

The Counseling Center has a number of excellent resources to help parents work with adolescents. These resources are available to parents who wish to borrow them.

## Promotional Requirements

**Grades 7 & 8:** Students who successfully pass all required major subjects (with the exception of World Language and Business & Banking Concepts) are assured promotion to the next grade. Students who fail one or two of these subjects must remediate the subject in the hybrid North Penn summer school program. Students will not be permitted to repeat these courses during the regular school year. Students who fail three or more major subject courses must repeat the grade.

## Graduation Requirements:

In February, 2016, Governor Wolf approved Senate Bill 880. The language contained in the bill is now incorporated as an amendment to the Public School Code. This bill delays the use of the Keystone Exams as a graduation requirement until the 2018-2019 school year.

## Keystone Exams

In January 2010, the Pennsylvania Department of Education (PDE) published changes to the Chapter 4 regulations which set more rigorous requirements for high school graduation through the adoption of Keystone Exams in Algebra 1, Biology and English Literature. These exams are end-of-course assessments that measure what a student has learned as a result of their coursework. This exam replaces the final exam in all Keystone courses. It is important to note that each student's highest Keystone performance level in Algebra 1, Biology and Literature will be included on student transcripts beginning with the Class of 2017.

Students in the Classes of 2017 and 2018 who have not completed the Algebra 1, Biology and English Literature Keystone Exams in their 10th grade must complete these assessments during their 11th grade year. Students who took these assessments prior to their 11th grade year and were not proficient may retest in that particular subject(s) after appropriate remediation has taken place.

All students in the Class of 2019 and subsequent classes will be required to demonstrate proficiency on the Algebra 1, Biology, and English Literature Keystone Exams or mastery on the corresponding project-based assessment, as well as satisfactorily pass all required credits, in order to graduate from high school and receive a high school diploma.

For more information on these topics please visit <http://www.education.state.pa.us> or [www.pdesas.org](http://www.pdesas.org).

### Contact the Guidance Department at your school with questions regarding the Program of Academic Studies.

#### **Pennbrook Guidance Department – 215-699-9287 1201 North Wales Rd.; North Wales, 19454**

Mr. Jesse Clancy [clancyjc@npenn.org](mailto:clancyjc@npenn.org)  
Ms. Lauren Ruth [ruthle@npenn.org](mailto:ruthle@npenn.org)  
Mrs. Lauri Schofield [schoeflk@npenn.org](mailto:schoeflk@npenn.org)

#### **Penndale Guidance Department – 215-368-2700 400 Penn St.; Lansdale, 19446**

Mr. Michael Flynn [flynmj@npenn.org](mailto:flynmj@npenn.org)  
Mr. Nathan Harvey [harveyng@npenn.org](mailto:harveyng@npenn.org)  
Mr. Christopher Joy [joycw@npenn.org](mailto:joycw@npenn.org)  
Mr. John Wilson [wilsonjr@npenn.org](mailto:wilsonjr@npenn.org)

#### **Pennfield Guidance Department – 215-368-9600 726 Forty Foot Rd.; Hatfield, 19440**

Mrs. Jill Conti [contij@npenn.org](mailto:contij@npenn.org)  
Mrs. Rachel Hyne [hynere@npenn.org](mailto:hynere@npenn.org)  
Mr. Tim McCloud [mccloutd@npenn.org](mailto:mccloutd@npenn.org)

## Keystone Proficiency Program

The district has established a plan for students who did not meet Keystone proficiency requirements. These requirements will vary as we move to the 2018-2019 school year when proficiency on the Keystone Exams will be a graduation requirement. Students in the Class of 2019 who are unable to meet Chapter 4 requirements via the Keystone Exam qualify to successfully complete an on-line project-based assessment course as an alternative pathway to meeting graduation requirements. This proficiency plan is outlined below.

### Class of 2019 and Beyond

Students in the Class of 2019 and beyond who have not achieved proficiency on a Keystone exam will be required to complete an intervention before retaking the applicable Keystone. Intervention may take the form of a specific course within a student's schedule, a 9th Period tutorial, or a summer course. Qualifying students who choose to enroll in the summer intervention take the applicable Keystone exam at the completion of the course.

Students who are not proficient after at least two attempts on the Algebra 1 Keystone are required to schedule and master the Algebra 1 project-based assessment course. Students who are not proficient on the Biology Keystone after at least two attempts on this Keystone are required to schedule and master the Biology project-based assessment course.

Students who are enrolled in the Technical Career Center and have not demonstrated proficiency after one attempt on the Biology Keystone exam may qualify to participate in a project-based assessment in Biology provided the student has completed the Biology course and met the district and Technical School attendance requirements.

Students who are not proficient on the English Literature Keystone after at least two attempts on this Keystone are required to schedule and master the English Literature project-based assessment course.

**Algebra 1:** Students who score at the Basic level on the Algebra 1 Keystone at the end of Grade 9 will be enrolled in the Geometry Extended course in their sophomore year. Students who score Basic have the option of enrolling in the summer Keystone Algebra 1 intervention course prior to their sophomore year in order to take the 6 period per cycle Geometry course during their sophomore year. Students in the Geometry Extended retake the Keystone in December of the same year.

Students who score at the Below Basic level on the Algebra 1 Keystone at the end of Grade 9 are required to take the Algebra 1B course in their sophomore year and will retake this Keystone in their sophomore year. Students who score Basic on the May Algebra 1 Keystone exam in Grade 10 may enroll in the summer Keystone intervention course. Students who are not yet proficient after at least

two attempts on the Algebra 1 Keystone are required to schedule and master the Algebra 1 project-based assessment course.

**Biology:** Students who score below proficiency on the Biology Keystone at the end of Grade 10 will be enrolled in a one-semester "Selected Topics in Biology" course in their junior year. Students who score Basic have the option of enrolling in the summer Biology Keystone intervention course prior to their junior year. Students who take this summer course and score proficient on the Keystone Biology exam will not be required to schedule the "Selected Topics in Biology" course in their junior year. The Biology Keystone exam will be re-administered at the conclusion of the "Selected Topics in Biology" course, as well as at the conclusion of the summer course. Students who are not yet proficient by the start of their senior year will be required to schedule and master the Biology project-based assessment course.

**English Literature:** Students who score below proficiency on the English Literature Keystone at the end of Grade 10 will receive the intervention within the context of their English course in their junior year. Students who achieve at the Basic level have the option to participate in the summer Keystone English Literature intervention course and retake the Keystone at the conclusion of this summer course. Students who are not yet proficient by the start of their senior year will be required to schedule and master an English Literature project-based assessment course.

### PROCEDURE FOR COURSE SELECTION

In seventh grade, students may select a performing music course, including band, chorus, orchestra or a non-performing course titled Exploring Music. In eighth grade, students have additional choices for their fifth major subject. They may choose a language (Latin, Spanish, French or German), Business & Banking Concepts or Reading (if recommended). They must also choose one music course as they did in seventh grade.

Guidance counselors will speak to students about the course selection process and how to use the Course Selection Guide. Students will also learn about required courses and electives they may choose. Counselors will provide opportunities for students to ask questions about the course selection process. Changes in course requests may be made by contacting the student's guidance counselor. **The final date for course changes is May 5, 2017.**

### Course Code Explanation for English, Social Studies, Mathematics, Science and Reading

A four-digit code is assigned to all courses. In English, Social Studies, Math, Science and Reading, students and parents should be aware that the digits in each number have a specific meaning. For clarification, a Course Code example is provided below:

**0075:** The **first digit** represents the subject area, in this case English.

1075 is Social Studies	2075 is Math
3075 is Science	4075 is Reading

**0075:** The **second digit** may represent the course sequence. Team assignments are not made until after the course selection process is over.

**0075:** The **third digit** represents the grade. In this example, it is seventh grade.

**0075:** The **fourth digit** represents the level, in this case English.

0075 is Level 5 (5.0 High Academic)

### Course Leveling

Students are recommended for these levels by their teachers. Teachers use many factors to determine the appropriate level for each student. These factors include performance and skill level. **We strongly encourage parents to call teachers or guidance counselors when they have a question about a student's recommended level.** For subjects other than math, there are three (3) levels of courses offered to students in regular education. They are level 5, level 6H and level 6P.

- **Level 5 (5.0 High Academic)** – Courses include those identified as being challenging. Teachers move at a moderate pace, and the course is designed for the student who has a good command of the basic skills. Within level 5, there are options for the 5.0 High Academic (6 periods per cycle).
- **Level 6H (6.0 Honors)** – Courses include those identified as being accelerated. They are designed for the student who has a strong command of the basic skills and is able to meet the demands of an accelerated course.
- **Level 6P (6.0 High Potential)** – Courses include those identified as being the most challenging. They are designed for the student who has a solid academic foundation and is able to tap into their full potential and work independently.

### Course Advancement

Course Advancement is a process that enables students to participate in higher level courses at the high school level. Students may enroll in and satisfy specific prerequisites for certain courses online during the summer through the Montgomery Virtual Program (MVP) facilitated by the Montgomery County Intermediate Unit. Although the financial responsibility and completion of coursework lies primarily with the student and his or her parents/guardians, students with demonstrated financial need should consult their guidance counselor for grant opportunities that may exist. For more information about Course Advancement, contact your child's guidance counselor or visit [www.npenn.org/CourseAdvancement](http://www.npenn.org/CourseAdvancement).

### Notes

**Grade 7 Required Courses**

MAJOR SUBJECT	PERIODS PER CYCLE	YEAR/MARKING PERIOD
English	6	Full Year
Social Studies	6	Full Year
Mathematics	6	Full Year
Science	6	Full Year
Literacy Explorations <i>or</i> Strategic Literacy Explorations	6 or 12	Full Year

**Grade 8 Required Courses**

MAJOR SUBJECT	PERIODS PER CYCLE	YEAR/MARKING PERIOD
English	6	Full Year
Social Studies	6	Full Year
Mathematics	6	Full Year
Science	6	Full Year
5 <sup>th</sup> Major: World Language <i>or</i> Business & Banking Concepts <i>or</i> Literacy Explorations/ Strategic Literacy Explorations (if recommended)	6 or 12	Full Year

MINOR SUBJECT	PERIODS PER CYCLE	YEAR/MARKING PERIOD
Art Foundations 1	6	One Marking Period
Technology 7: • Introduction to Technology • Computer Applications 1	6	One Marking Period
Family and Consumer Sciences	6	One Marking Period
Health	6	One Marking Period
Music Performance Classes • Band, Chorus, Orchestra <i>or</i> Exploring Music	2	Full Year
Physical Education	2	Full Year
Exploratory Language • Latin, Spanish, French <i>and</i> German	2	Full Year

MINOR SUBJECT	PERIODS PER CYCLE	YEAR/MARKING PERIOD
Art Foundations 2	6	One Marking Period
Computer Applications 2	6	One Marking Period
Family and Consumer Sciences	6	One Marking Period
Health	6	One Marking Period
Music Performance Classes • Band, Chorus, Orchestra <i>or</i> Exploring Music	2	Full Year
Physical Education	2	Full Year
Exploring Technology	2	Full Year

**The following pages provide a description of each course offered so students and parents are able to make informed decisions when going through the course selection process.**

## Art

### Minor Elective Offering

**ART FOUNDATIONS 1** 🍏  
(1 Marking Period, 6 Periods Per Cycle) **8607**

This course offers a more expanded and challenging level to the developmental sequence established in the elementary Art education program. This curriculum will foster and promote deeper understanding and demonstration of the fundamental elements and principles of Art, growth in the student's visual expression through Art production processes, and the continued development of an aesthetic sensitivity integrated with Art heritage and Art criticism.

**ART FOUNDATIONS 2** 📖  
(1 Marking Period, 6 Periods Per Cycle) **8608**

The eighth grade Art Foundations 2 course expands the seventh grade Art Foundations 1 course to develop a sequential Art education program in preparing students for selection of Art electives in ninth grade. This curriculum will promote a deeper understanding of the elements and principles of Art, a better understanding of the creative process through Art production, and the continued development of aesthetic sensitivity.

## Business Administration and Technology

### Major Elective Offering

**BUSINESS & BANKING CONCEPTS** 📖  
(Full Year, 6 Periods Per Cycle) **5585**

Through the integration of technology, this course is designed to introduce students to the role of business in the American economic system. Topics covered will include banking, budgeting, insurance, credit, consumerism, careers and how they relate to business and you. Additional resources will be used to reinforce the concepts learned.



### Minor Elective Offering

**TECHNOLOGY 7: Computer Applications 1** 🍏  
(1 Marking Period, 6 Periods Per Cycle) **8557**

Students will learn beginning word processing skills using Microsoft Word and PowerPoint. Students will then have the skills necessary to use this software to complete report writing and formatting and to create presentations to complete assignments given to them in other courses.

**COMPUTER APPLICATIONS 2** 📖  
(1 Marking Period, 6 Periods Per Cycle) **8558**

As a continuation of what is learned in Technology 7: Computer Applications 1, students will learn intermediate word processing features. Students will also learn the introduction aspects of spreadsheets using Microsoft Excel.

## English

### Required Course

**ENGLISH 7** 🍏  
(Full Year, 6 Periods Per Cycle)  
Level 5.0 (High Academic) **0075**  
Level 6.0 (Honors) **0076H**  
Level 6.0 (High Potential) **0076P**

Seventh grade English meets six periods per cycle. The course continues the study of vocabulary and speech and integrates the study of punctuation and grammar. In writing, emphasis is placed upon the development of the paragraph through relevant details and concluding sentences, with a review of the topic sentences as needed. The literature focus is on various literary types (novel, short story, essay, drama, poetry) and includes the common literary terms associated with those types.

**ENGLISH 8** 📖  
(Full Year, 6 Periods Per Cycle)  
Level 5.0 (High Academic) **0085**  
Level 6.0 (Honors) **0086H**  
Level 6.0 (High Potential) **0086P**

Eighth grade English continues the emphasis upon grammatical skills introduced in seventh grade. The program provides an integrated study of vocabulary and ensures a wide variety of reading experiences. Eighth grade Literature emphasizes the skill of analyzing literary works for plot, setting, conflict and theme. Writing is often literature-based and includes other writing experiences. Much emphasis is placed on multi-paragraph compositions along with essay writing. The components of good writing are taught and reinforced.



# Family and Consumer Science

## Minor Elective Offering

FCS 7 

(1 Marking Period, 6 Periods Per Cycle)

8617

This introductory course encourages students to utilize technology to develop skills for self-sufficiency. Emphasis is placed on activity-based experiences in the areas of nutrition, food science, consumerism and project construction.

FCS 8 

(1 Marking Period, 6 Periods Per Cycle)

8618

Eighth grade students are challenged to improve the quality of individual, family and community life through this activities-based course. Demonstrations, discussions and hands-on lab activities explore the areas of child development, consumerism/merchandising, careers, gerontology, food preparation and project construction.

## Health

### Minor Elective Offering

Health education is required for all seventh and eighth grade students. Some of the units of study in the Health curriculum are: body systems, harmful substances (alcohol, tobacco and drugs), diseases, safety and AIDS education. Health instruction will emphasize awareness of healthful practices and decisions leading to a wholesome, productive life.

HEALTH 7 

(1 Marking Period, 6 Periods Per Cycle)

7270

HEALTH 8 

(1 Marking Period, 6 Periods Per Cycle)

7080

## Mathematics

The mathematics program offers a variety of courses designed to accommodate and appropriately develop mathematical proficiency. Courses within the middle school are part of the mathematical sequence in which students make the transition from arithmetic skills and concepts to the more abstract study of algebra and geometry. All courses taught within the mathematics program will include skills developed through a study of concepts, real-world applications and problem solving experiences.

## Required Course

ALGEBRA 1   

(Full Year, 6 Periods Per Cycle)

Level 6.0 (Honors)

2106AK

This accelerated mathematics course will be offered to selected seventh grade students who meet the established criteria for exceptional mathematical ability and interest and who demonstrated an understanding of pre-algebraic concepts. This course will develop basic algebraic concepts, principles and manipulations. The curriculum will be the same as that of all district Algebra 1 courses, although the depth of study and rate of progress is greater than courses offered at later grade levels. Major topics include functions, linear equations and inequalities, exponents, polynomials, factoring, graphing, quadratic equations, proportions, radicals and applications. This is a Keystone Exam course.

**PREREQUISITE FOR ALGEBRA 1: Qualifying score on placement rubric. Rubric components are the common unit assessment scores, midterm exam grade, and the Algebra and Geometry Prognostic Tests.**

PRE-ALGEBRA 7 

(Full Year, 6 Periods Per Cycle)

Level 5.0 (High Academic)

2075

This course will provide targeted, systematic instruction of Pre-Algebra concepts that focuses on rebuilding the key progressions to support students with success in Algebra 1, as defined by the PA Core standards. Also, this course will focus on providing students with additional reinforcement and scaffolding in mathematics. Major topics include rational numbers, ratios and proportions, equalities, inequalities, two and three dimensional geometry, statistics, probability and applications. Gaps in students' skills will be addressed through the use of direct instruction, personalized learning and collaborative learning.

PRE-ALGEBRA 7 

(Full Year, 6 Periods Per Cycle)

Level 6.0 (Honors)

2076

This course is designed to prepare students for Algebra 1. Major topics include rational numbers, exponents, functions, linear equations and systems of linear equations, scatterplots, angles, congruence and similarity. Most students enrolled in this course will continue into Algebra 1 in eighth grade.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

## 2017-2018 PROGRAM OF ACADEMIC STUDIES

### GEOMETRY

(Full Year, 6 Periods Per Cycle)

Level 6.0 (Honors)

2206A

This course includes the study of plane and solid figures, similarity, congruence, postulates, theorems, use of mathematical proof, constructions, area and volume. The concepts of space geometry (solid) are introduced in the course and used thereafter. Students are also introduced to elementary ideas of plane analytical geometry. Algebra topics are included periodically throughout this course.

**PREREQUISITE FOR GEOMETRY: Proficient on the Algebra 1 Keystone AND a grade of C or higher. Any student with a grade of D or lower will be recommended to retake the Algebra 1 course.**

### Algebraic Concepts

(Full Year, 6 Periods Per Cycle)

Level 5.0

2085

This course will provide targeted, systematic instruction of Algebraic concepts that focuses on rebuilding the key progressions for students who continue to need additional support for success in Algebra 1, as defined by the PA Core standards. Major topics include rational numbers, exponents, functions, linear equations and systems of linear equations, scatterplots, angles, congruence and similarity. Gaps in students' skills will be addressed through the use of direct instruction, personalized learning and collaborative learning.

### Algebra – Operations and Equations

(Full Year, 6 Periods Per Cycle)

Level 6.0

2106A

This course is specifically designed for students who will benefit from targeted instruction on algebraic concepts before focusing on the Algebra 1 standards. The first half of this course will address expressions and equations with radicals and integer exponents; mathematical problems leading to two linear equations in two variable; and dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. The second half of this course will address Algebra 1 topics such as equations and inequalities, polynomials and factoring. Students who successfully complete this course will continue learning the remaining Algebra 1 concepts in Algebra-Functions and Data Representation in 9<sup>th</sup> grade. This course sequence will culminate with the Keystone Algebra Exam at the end of the second year.

## Music

Students in seventh and eighth grade may choose a performing music class or a non-performing music class. Performing music classes include Band, Chorus or Orchestra. Students should read the requirements for performing music carefully before choosing the course they are interested in. The non-performing music class is

## COURSE DESCRIPTIONS GRADE 7-8

Exploring Music. Students will receive hands-on experience using music software in the music technology lab.

### Minor Elective Offering

### EXPLORING MUSIC 7

(Full Year, 2 Periods Per Cycle)

8627

Students will explore the historical aspects of early music up the 20<sup>th</sup> century. Activities will include studying and evaluating music and will provide opportunities for creating and performing music in a classroom setting. Students will receive hands-on experience using music software in the music technology lab.

### MUSIC PERFORMANCE CLASSES

(Full Year, 2 Periods Per Cycle)

Band – 8671  
Chorus – 8672  
Orchestra – 8673

The music performance classes, offered in seventh grade, include a choice of either the grade level Concert Band, Mixed Chorus or Orchestra. Appropriate music is chosen for its appeal as well as its educational and aesthetic value. **Some performances and rehearsals are scheduled outside of the school day as part of the curriculum and are required to be attended.**

All instrumental students will be assigned to a small group for lessons. These required lessons are organized and function according to the needs of the student. Each group will meet once per cycle and will be scheduled on a rotating schedule from other regularly scheduled classes. Many co-curricular ensembles will be scheduled by audition from the larger performing groups. Co-curricular groups may include: Jazz Band, Wind Ensemble, Brass Ensemble, Percussion Ensemble, Trebel Chorus, Male Chorus and String Ensembles. Students will receive hands-on experience using music software in the music technology lab.

### EXPLORING MUSIC 8

(Full Year, 2 Periods Per Cycle)

8628

Students will explore the historical aspects of early music up the 20<sup>th</sup> century. Activities will include studying and evaluating music and will provide opportunities for creating and performing music in a classroom setting. Students will receive hands-on experience using music software in the music technology lab.



**MUSIC PERFORMANCE CLASSES** 

(Full Year, 2 Periods Per Cycle)

Band – 8681  
 Chorus – 8682  
 Orchestra – 8683

The music performance classes offered in eighth grade, include a choice of either the grade level Concert Band, Mixed Chorus or Orchestra. Appropriate music is chosen for its appeal as well as its educational and aesthetic value. In order to audition for a Select Ensemble, students must be enrolled in a performing ensemble class (Band, Orchestra, Chorus). **Some performances and rehearsals are scheduled outside of the school day as part of the curriculum and are required to be attended.**

All instrumental students will be assigned to a small group for lessons. These required lessons are organized and function according to the needs of the student. Each group will meet once per cycle and will be scheduled on a rotating schedule from other regularly scheduled classes. Many co-curricular ensembles will be scheduled by audition from the larger performing groups. Co-curricular groups may include: Jazz Band, Wind Ensemble, Brass Ensemble, Percussion Ensemble, Treble Chorus, Male Chorus and String Ensembles. Students will receive hands-on experience using music software in the music technology lab.

## Physical Education

### Minor Elective Offering

Physical education is required for all seventh and eighth grade students. The physical activities will help to improve each student's basic skill level as he/she is motivated to attain physical fitness levels. The student must meet uniform and participation requirements.

**PE 7** 

(Full Year, 2 Periods Per Cycle)

7070

**PE 8** 

(Full Year, 2 Periods Per Cycle)

7080

**ADAPTED PHYSICAL EDUCATION**  

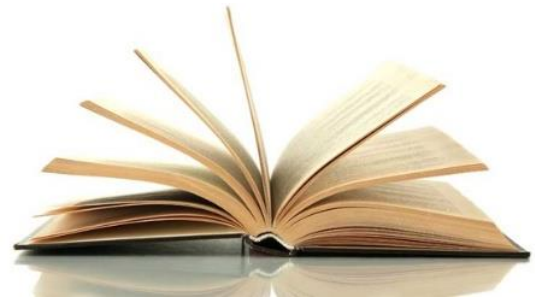
(Full Year, 2 Periods Per Cycle)

7020A

This course is offered for those students who, for medical reasons, need special physical activities.



## Reading

**LITERACY EXPLORATIONS 7** 

(Full Year, 6 Periods Per Cycle)

4075

This course will provide strategic literacy instruction for students. Comprehension strategies, skills and critical analysis will be refined through targeted systematic instruction to promote independence in literacy. A variety of challenging text sets will provide the opportunity for close reading, critical analysis and response.

**STRATEGIC LITERACY EXPLORATIONS LEVEL 1** 

(Full Year, 12 Periods Per Cycle)

4075A

This course will provide targeted, systematic instruction of comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

**STRATEGIC LITERACY EXPLORATIONS LEVEL 2** 

(Full Year, 12 Periods Per Cycle)

4075B

This course will provide targeted, systematic instruction for comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. Instruction will focus on the foundational skills for reading (phonemic awareness, phonics, decoding/encoding) in addition to comprehension, vocabulary and writing. A variety of challenging texts will provide the opportunity to apply these skills to critical analysis and response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

**Major Elective Offering****LITERACY EXPLORATIONS 8** 🍏**(Full Year, 6 Periods Per Cycle)****4085**

This course will provide instruction for students who continue to develop competency in literacy and critical analysis of text. Strategies and skills will be targeted through systematic instruction of comprehension, vocabulary, word study, analysis and writing. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. This course will be differentiated to meet the needs of all learners.

**STRATEGIC LITERACY EXPLORATIONS LEVEL 1** 🍏**(Full Year, 12 Periods Per Cycle)****4085A**

This course will provide targeted, systematic instruction of comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. A variety of complex texts will provide the opportunity for close reading, critical analysis, and constructed response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

**STRATEGIC LITERACY EXPLORATIONS LEVEL 2** 🍏**(Full Year, 12 Periods Per Cycle)****4085B**

This course will provide targeted, systematic instruction for comprehension strategies and skills for developing reading independence. Targeted literacy skills including comprehension, vocabulary, word study, and writing will be addressed through the use of technology, direct instruction and the use of both literature and informational text. Instruction will focus on the foundational skills for reading (phonemic awareness, phonics, decoding/encoding) in addition to comprehension, vocabulary and writing. A variety of challenging texts will provide the opportunity to apply these skills to critical analysis and response. The various modes of writing, along with the writing process, will also be taught. Students in Strategic Literacy Level 1 and Level 2 may be combined in the same classroom since the program will be differentiated to meet the varied needs of learners. This course also counts as an English requirement.

**Minor Elective Offering****SUPPLEMENTAL LITERACY SUPPORT** 🍏 🍏**(Full Year, 2 Periods Per Cycle)****8402SL**

This supplemental literacy course will provide explicit, multi-sensory instruction for students who do not require intensive instruction, but have a deficit in decoding and encoding.

**SUPPLEMENTAL LITERACY SUPPORT** 🍏 🍏**(Full Year, 2 Periods Per Cycle)****8404SL**

This supplemental literacy course utilizes highly-structured research-based instruction to directly teach the structure of the language using systematic, multisensory instruction in both decoding and encoding.

## **Science**

**Required Course****LIFE SCIENCE** 🍏**(Full Year, 6 Periods Per Cycle)****Level 5.0 (High Academic)****3075****Level 6.0 (Honors)****3076H****Level 6.0 (High Potential)****3076P**

The seventh grade life science course concentrates on the interrelationships among all living things. Students learn about the scientific method, laboratory skills, similarities between plant and animal cells, basic genetics, taxonomy, and ecological/environmental principles. Laboratory investigations are an integral part of this course.

**EARTH AND SPACE SCIENCE** 🍏**(Full Year, 6 Periods Per Cycle)****Level 5.0 (High Academic)****3085****Level 6.0 (Honors)****3086H****Level 6.0 (High Potential)****3086P**

This course introduces students to various aspects of the earth, the universe and the nature of science. Four major areas are discussed: astronomy, geology, meteorology and oceanography. Using the scientific method and laboratory techniques, students will be encouraged to discover certain laws and theories applicable to earth and space science.



## **Social Studies**

**Required Course****WORLD CULTURES & GEOGRAPHY** 🍏**(Full Year, 6 Periods Per Cycle)****Level 5.0 (High Academic)****1075****Level 6.0 (Honors)****1076H****Level 6.0 (High Potential)****1076P**

The World Cultures course reflects PA standards in civics and government, economics, history and geography. This course will include the study of people, places and cultures within the Eastern and Western hemispheres.

**AMERICA IN HISTORY 1** 

(Full Year, 6 Periods Per Cycle)

Level 5.0 (High Academic)

1085

Level 6.0 (Honors)

1086H

Level 6.0 (High Potential)

1086P

The Social Studies curriculum reflects the PA standards in civics and government, economics and history. These standards are integrated into the study of America's history and culture. This course traces American history from the Colonial Era through the Civil War and includes the following units of study: Exploration & the Colonial Era, Revolution & the Early Republic, The Growth of a New Nation and The Union in Peril. Students will continue to develop their geography skills, study of primary and secondary source documents, as well as to investigate the ways culture and events in history have shaped the country and world in which we live. The research process, integral to Social Studies, is included in this curriculum.

## Technology and Engineering Education

Courses in technology & engineering education reflect innovations, technological systems, resources and products related to technology. Technology & engineering education explores the social, cultural and environmental impacts of technology. Opportunity is provided in classroom and laboratory settings for students to develop knowledge, skills and attitudes regarding technology. This course integrates science, technology engineering and math (STEM) into a program that is designed to insure that citizens are prepared to live in and contribute to a competitive and complex technological society.

### MINOR ELECTIVE OFFERING

**TECHNOLOGY 7: Intro to Technology** 

(1 Marking Period, 6 Periods Per Cycle)

8557

This is an introductory course which explores technology & engineering education. Students will investigate the key concepts of technology & engineering education through hands-on problem solving and critical thinking activities.

**EXPLORING TECHNOLOGY 8** 

(Full Year, 2 Periods Per Cycle)

8556

This is a project-based course exploring disciplines in technology & engineering. Students will investigate how humans design, create and use technology by developing their own solutions to technological problems. Projects are based on real world technological problems/ solutions and how these solutions impact individuals, society and the environment.

## World Language



Exploratory Language provides a basic introductory study of four languages (Latin, Spanish, French and German) to all students. Students are introduced to these languages and cultures so they may make an informed decision about what language to study as a major.

Goals of the course: Students will be able to introduce themselves, recognize words that are similar in their native language and the target language, use local currency to make purchases, identify traditions that are relevant to the countries that practice them, use expressions of courtesy as appropriate in various cultures/situations. Each language will also incorporate an individual cultural component germane to the target language.

A student may begin the study of a foreign language in either eighth or ninth grade by choosing one of four languages: Latin, Spanish, French or German. World language courses successfully completed in eighth grade are recorded on the high school transcript.

### Major Elective Offering

**Latin 1** 

(Full Year, 6 Periods Per Cycle)

4115A

**Spanish 1** 

(Full Year, 6 Periods Per Cycle)

4215A

**French 1** 

(Full Year, 6 Periods Per Cycle)

4315A

**German 1** 

(Full Year, 6 Periods Per Cycle)

4415A

### Minor Elective Offering

**EXPLORATORY LANGUAGE** 

(Full Year, 2 Periods Per Cycle)

8400

Exploratory Language courses are offered in seventh grade. The students are provided with initial learning opportunities in Latin, Spanish, French and German for one marking period each. Fundamental communication skills and culture are emphasized. The purpose of the program is to help students make a more informed decision in their choice of language for eighth grade. Students assigned to Remedial Math and/or Reading may not be scheduled for Exploratory Language.

**Important: When students are selecting their World Language course, they are required to designate their first choice as well as an alternate choice.**

## Special Education

Special education services may be provided through various programs including, but not limited to, Learning Support, Emotional Support, Autistic Support, Multiple Disabilities Support, Life Skills Support, and/or Gifted Support depending on the student's individual needs. Eligibility for special education is determined through a comprehensive evaluation. If it is determined that a student requires special education services, the Individualized Education Program (IEP) team provides the exceptional student an appropriate educational program and placement. Procedures for such programming are established by the Individuals with Disabilities Education Act and the Commonwealth of Pennsylvania. Depending on the student's disability category, students are re-evaluated every two or three years to determine continued eligibility and appropriateness of their special education program. Eligible students may receive services until they are 21.

**Learning Support:** The main focus of this program is the General Education Curriculum with modifications and accommodations as determined by the student's IEP. If determined by the IEP team, a student may participate in a supplemental curriculum. Students who are eligible for behavioral/emotional support will be provided support as outlined in the student's IEP. This program supports student's transition to post-secondary outcomes as determined in the student's IEP.

**Emotional Support:** The main focus of this program is the General Education Curriculum with modifications and accommodations as determined by the student's IEP. If determined by the IEP team, a student may participate in a supplemental curriculum. This program provides support for students with social, behavioral, emotional, academic and transition needs. This program will support a student's transition to post-secondary outcomes as determined in the student's IEP.

**Autistic Support:** The program focuses on the General Education Curriculum when appropriate and determined by the IEP team. This program provides support for students with social, communication, academic, behavioral and transition needs. This program will support the student's transition to post-secondary outcomes as determined in the student's IEP.

**Life Skills Support:** This program focuses on the development of vocational skills. When appropriate as determined by the IEP team, students may participate in Regular Education classes with support from the Life Skills Support Program. This program provides support for students with social, communication, academic and transition needs. This program will support student's transition needs to post-secondary outcomes as determined in the student's IEP.

**Multiple Disabilities Support:** This program focuses on the development of daily life skills. When appropriate as determined by the IEP team, students may participate in Regular Education classes with support from the Multiple Disabilities Support Program. This

program provides support for students with social, communication, academic and transition needs. This program will support the student's transition to post-secondary outcomes as determined in the student's IEP.

Other programs provided include: Hearing Support, Vision Support, Speech and Language Support, and Physical Support.

## English as a Second Language

NPSD recognizes its responsibility to offer programs for the diverse population it serves. English as a Second Language (ESL) is provided for those students whose native language is not English. Students are tested for their English proficiency levels, then, receive ESL instruction matched to their needs. According to the individual's needs, ESL courses and/or support are offered. The primary goal of the ESL program is to provide students with the English language skills needed to function in the classes offered in the school's curriculum.

### ENGLISH ESL

#### English 1 ESL

(Full Year, 6 Periods Per Cycle)

0018A

#### English 2 ESL

(Full Year, 6 Periods Per Cycle)

0028A

#### English 3 ESL

(Full Year, 6 Periods Per Cycle)

0038A

#### English 4 ESL

(Full Year, 6 Periods Per Cycle)

0048A

### READING ESL

#### ESL Reading

(Full Year, 6 Periods Per Cycle)

4028A

#### ESL Resource

(Full Year, 2 Periods Per Cycle)

8428A

#### ESL Resource

(Full Year, 4 Periods Per Cycle)

8448A

#### ESL Resource

(Full Year, 6 Periods Per Cycle)

4008A

## Gifted

In addition to the high potential and accelerated programming offered to all students, students identified as gifted with a Gifted Individualized Education Program (GIEP) will have elective choices in both seventh and eighth grade to extend their experience and meet their individualized needs.

### Major Elective Offering

#### GIFTED SEMINAR 7

(Full Year, 6 Periods Per Cycle)

4075G

This year-long course is an option for students identified as Gifted (with a GIEP) in seventh grade. The course would replace the Literacy Explorations course on the student's schedule. Gifted Seminar 7 provides the students with learning experiences that will enhance their reading skills, research skills and study skills. This course utilizes instructional strategies that are both individualized and academically challenging through activities such as inquiry-based research and close reading, critical thinking, discussions and dialectical journaling. This course will employ a variety of methods that will support students while fostering an environment where students can build on their individual capabilities, talents and creativity.

### Minor Elective Offering

#### GIFTED SEMINAR 8

(Full Year, 2 Periods Per Cycle)

4085G

This two-period per cycle Gifted Seminar 8 course is available to students who have a GIEP in eighth grade. Gifted Seminar 8 is an interdisciplinary elective course whose skill-based curriculum is process- rather than content-focused. The framework of this process centered curriculum is constructed around the exploration of specific themes. The course provides the students with learning experiences that are both individualized and academically challenging. It will employ a variety of instructional strategies that will support students in the development of their own knowledge while fostering an environment where students can build on their individual capabilities, talents and creativity. The course will be scheduled during a normally scheduled special area class.

## Middle School Administration

**Pennbrook Middle School** – Mr. James Galante, Principal  
Mrs. Amber Kitchenman, Assistant Principal  
1201 North Wales Road; North Wales, 19454  
215-699-9287

**Penndale Middle School** – Dr. Sean O'Sullivan, Principal  
Mr. Jason Bashaw, Assistant Principal  
Mrs. Annie-Laurie Robbins, Assistant Principal  
400 Penn Street; Lansdale, 19446  
215-368-2700


**Pennfield Middle School** – Dr. Barbara Galloway, Principal  
Dr. William Carlin, Assistant Principal  
726 Forty Foot Rd.; Hatfield, 19440  
215-368-9600


## Communicating with NPSD

**E-Matters:** This newsletter is an effective and economical way of keeping the NPSD community informed of upcoming events, current issues affecting the district and links to information already available through NPSD website.

**Social Media:** NPSD offers several ways families can receive updates from the district, in addition to our monthly publications. Check us out on:

 Like NPSD on Facebook  
[www.facebook.com/NorthPennSD](http://www.facebook.com/NorthPennSD)

 Follow NPSD on Twitter at @NPSD

 Event photos are on NPSD Phanfare,  
[www.npsd.phanfare.com](http://www.npsd.phanfare.com)

