

PLEASANT HILLS MIDDLE SCHOOL
Program of Studies
2021-22



ADMINISTRATION:

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Mission Statement

Students are the primary focus of the West Jefferson Hills School District where, in partnership with families and community, the mission is to educate and prepare all students to become active, contributing members of society by providing a challenging, innovative educational program guided by an exceptional staff in a safe, positive, caring environment, all of which promote excellence.

Vision Statement

In the West Jefferson Hills School District, we advocate for our students by providing instruction that enables them to achieve high academic standards, and by developing relationships with them, their families, and each other that create caring, safe schools where students are valued.

- Our students all achieve high academic standards.
- Our student achievement of high standards includes curricular, artistic, vocational, athletic, and extra-curricular goals.
- We coordinate curriculum across and between grade levels, programs, and buildings.
- Our students are active learners.
- We recognize documented teacher observation over time as an effective form of student assessment.
- Our staff members are highly qualified and maintain their excellence through continued professional growth.
- We partner with higher education.
- Our district's staff members relate to students, their families, and each other in ways that convey compassion, understanding, respect, and interest.
- We honor the traditions of our past: academic, athletic, and extra-curricular.
- Our facilities are of a quality and nature that support and encourage district programs and goals.
- Our community understands and supports our district's programs and goals.
- We accept our role in the economic growth and well-being of our community.

Belief Statements

We Believe:

- The learning and the educational development of individuals are collaborative efforts involving student, family, school and community.
- High expectations promote high achievement.
- Individuals are responsible for their actions.
- The family is a primary influence and motivator for the student.
- Students are the primary focus of the school system.
- Everyone learns at different rates and in different ways.
- All students have an equal opportunity for an education in which they are encouraged to develop their potential.
- Effective learning takes place in a safe, positive and caring environment where respect for others is demonstrated.
- Education involves an interdisciplinary process.
- Learning involves acquiring basic academic knowledge, skills and the ability to analyze, interpret, apply, synthesize and evaluate.
- Education provides skills to enable all students to participate in a lifelong process of learning in a changing world.
- Quality education includes activities inside and outside of the classroom.

- An effective educational program requires giving an exceptional staff a voice in the educational process and providing them with consistent and planned professional development opportunities.
- Advancements in technologies impact knowledge and education.
- Quality public education is essential for a thriving community and requires shared fiscal responsibility.
- Effective communication among school, family, students and community is vital throughout the educational process.
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Core Values

Personal Core Values

Empathy – Our commitment is to listen deeply before jumping to conclusions. We will work to understand first.

We will seek first to understand before being understood...

Respect – Our commitment is to earn the respect of others by building trust, honoring differences, and celebrating diversity. We are in this together!

We will expect the best of others by treating them the way we would want to be treated...

Integrity – Our commitment is model high moral behavior by being honest, fair, and forthcoming with ALL our interactions.

We will do the right thing AND we will do things right...

District Core Values

Personalization/Customization System – We believe that the future of education will be characterized by a customized and highly personalized system where the instructional methodologies are optimized for the needs of each learner.

Every learner, every day

Learner Centric Focus – Decisions about people, policies, practices, and structures are decided by focusing on what is best for the learners.

Keeping Learners First

Fostering Positive Relationships – We know positive relationships have the power to unleash untapped potential in people.

Honoring and Affirming Others

Grade 7**Mathematics****Full Year**

In seventh grade, students will focus on five main areas: The Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability. We will extend the use of addition, subtraction, multiplication and division of rational numbers to solve real-world and mathematical problems. The concept of ratios and proportions will be used to solve various types of percent problems. Students will be asked to calculate discounts, interest, taxes, tips, and percent of increase and/ or decrease. Building on their prior knowledge of integers, students will solve multi-step problems involving whole numbers, decimals, and fractions. They will also use variables to represent quantities in real-world and mathematical problems. Geometric formulas will be used to solve problems involving: perimeter, area, surface area, and volume. They will also draw, construct, and describe geometric shapes with given conditions. The concept of random sampling will be studied as students will compare two population sets and describe the differences between them.

Grade 7**Pre-Algebra****Full Year**

In seventh grade Pre-Algebra, students will focus on five main areas: The Number System, Ratios and Proportional Relationships, Expressions and Equations, Geometry, Statistics and Probability. We will extend the use of addition, subtraction, multiplication and division of rational numbers to solve real-world and mathematical problems. In addition, students will identify and order irrational numbers. The concept of ratios and proportions will be used to solve various types of percent problems. Students will be asked to calculate discounts, interest, taxes, tips, and percent of increase and/ or decrease. Building on their prior knowledge of rational numbers, students will study one-variable equations and inequalities extensively, including equations with variables on both-sides, compound inequalities and absolute value. They will also use variables to represent quantities in real-world and mathematical problems. The study of figures will include circles, triangles, quadrilaterals, polygons, cubes and right prisms. Students will analyze two- and three-dimensional figures using area, volume and surface area. The concept of random sampling will be studied as students will compare two population sets and describe the differences between them.

Grade 8**Introduction to Algebra I****Full Year**

Introduction to Algebra is designed to give students a foundation for all future mathematics courses and provide basic skills and remediation on an individualized basis. The fundamentals of algebraic problem-solving are explained and there will be opportunities for students to explore: foundations of Algebra, solving equations, an introduction to functions, linear functions, and data analysis and probability. Throughout the course, the following Algebra I assessment anchors will be emphasized: Operations with Real Numbers & Expressions, Linear Equations, Functions, and Coordinate Geometry.

Grade 8**Algebra I****Full Year**

Algebra I will focus on algebraic concepts in great detail. Students will solve equations and inequalities; identify functions; write, solve and graph linear functions; write, solve and graph linear inequalities; apply several methods in solving systems of equations and systems of linear inequalities; apply rules of exponents to simplify algebraic expressions; write, simplify, multiply, divide, and factor polynomials; simplify radical expressions; and apply the Pythagorean Theorem and its Converse. Throughout all topics, real-world situations will be incorporated and students will apply several problem-solving techniques. This course has a demanding pace in order to be prepared

for the Keystone Exam taken in the spring. It should only be taken if a student has a very strong understanding of the basics of Algebra concepts.

Grade 8

Geometry

Full Year

This course offers a thorough introduction to the basic concepts of Euclidean Geometry and prepares students for the geometry portion of the SAT test. Students will apply the characteristics of angles as well as parallel and perpendicular lines. They will write algebraic and geometric proofs that focus on congruency and similarity. Students will explore the properties of polygons with the main emphasis on the different types of quadrilaterals. Students will find the surface area and volume of multiple three-dimensional shapes such as prisms, pyramids, cylinders, cones and spheres. Students will be introduced to properties of circles and to right triangle trigonometry. Students must have satisfactorily completed Algebra I to enroll in this course since much emphasis is placed on the application of algebra skills. Upon successful completion of this course, students would take either Algebra II or Differentiated Mathematics.

READING/LITERATURE

Grade Level 6

Literature

Full Year

In sixth grade, students read grade-appropriate, complex literature and informational text and cite textual evidence to support analysis. They examine how authors use reasons to make their points and support arguments with evidence. Using close reading to support comprehension, students will learn to annotate the text to help with summarizing and identifying the central idea. Students share their findings in class discussions and in written expression. Students expand their vocabularies as they become more attuned to using the context, and word analysis to determine the meaning of academic words by making connections through text. Students become critical thinkers and independent readers as they learn how writers influence reading and as they read more challenging literature. Students learn how to answer questions through writing and can use rewriting opportunities to refine their understanding of a text or topic. Students are engaged in a variety of genres and learn through reading, listening, speaking, and writing. In addition, students will read additional novels, both fiction and non-fiction for the book challenge and the school-wide unit.

Grade Level 7

Literature

Full Year

In seventh grade, students will analyze, define, compare, evaluate, and interpret ideas when reading, writing, speaking and listening. Students will use close reading strategies to aid in their comprehension skills. Students will learn to annotate as they read to keep focused and actively involved with the text. They will analyze how themes in fiction and nonfiction develop over the course of a book or text. Students will be able to determine two or more central ideas in text. They will cite specific evidence when answering text based questions and support their own points in writing and speaking. Students will learn to make connections between Text to self, Text to text, Text to world, and Text to media. Making connections is a strategy that can assist in making meaning from a text. Learning these concepts will help students be confident readers. In addition, students will read additional novels, both fiction and non-fiction for the book challenge and the school-wide unit.

Grade Level 8

Literature

Full Year

In eighth grade reading, students engage in the study of literature with the goal of becoming lifelong critical readers and writers. Guided by the PA Common Core English Language Arts Standards for Eighth Grade, they interact with a wide variety of texts and genres. Both fiction and nonfiction stories, poems, and articles are selected from the McDougal Littell text, *The Language of Literature*. In addition, students read, analyze, and respond to several novels, as well as many selections of informational text. Students are challenged and encouraged to read 25 books outside of class throughout the school year, increasing the amount of nonfiction each year. Through student-centered instruction, our students are actively engaged in reading, writing, listening, speaking, and

presenting. A great deal of analytic and inferential skills are focussed on at the 8th grade level amongst various texts. Evidence-Based writing and discussions are visited in every unit covered. In addition, students will read additional novels, both fiction and non-fiction for the book challenge and the school-wide unit.

Grade Level 6, 7, and 8

Reading Intervention

Full Year

Students requiring additional support to develop reading skills are scheduled for the Reading Intervention Program. Students assigned to the Reading Intervention class will work with the building Reading Specialist four-five days a week for an entire school year. Students will participate in a reading intervention program along with literature circles, book reviews, and collaborative work sessions analyzing texts.

SCIENCE

Grade 6

Physical Science

Full Year

Sixth grade students gain a background in physical science and chemistry. The students demonstrate and apply "The Scientific Method" while conducting and testing science experiments. The class completes science activities by using a "hands-on" approach to successfully develop laboratory skills based on chemistry and physical science principles. The students create, test, observe and analyze concepts in chemical and physical science. The metric system is used throughout sixth grade class work, lab procedures and experiments. Assessments are evaluated on group work, individual effort on tests, quizzes, laboratory experiments, projects and activities. The first half of the year is devoted to chemistry, and the students explore how matter interacts. The second half of the year (physical science), students investigate how matter reacts with each other. *A drug and alcohol unit, including the DARE (Drug and Alcohol Resistance Education) program addresses peer pressure, support and prevention.

Grade 7

Earth and Space Science

Full Year

New for the 2020-21 school year, students will now complete the Earth and Space Science course. This course provides students with a background in earth and space science. The major disciplines presented are Earth's chemistry, geology, weather and climate, and astronomy. This is an integrated, inquiry-based science course aligned to the PA standards for Science and Technology as well as the PA Common Core. The scientific method is infused throughout lab activities and investigations. A hands-on approach is utilized to successfully develop laboratory skills based on scientific concepts. The students use technology and various media resources to reinforce course content and stay abreast of current events. Assessment is based on group work and individual effort on tests, quizzes, laboratory investigations, homework and activities/projects.

Grade 8

Life Science

Full Year

This is the recommended course for eighth grade students. Students receive an interactive approach to the Life Science content taught in a regular classroom. This is an inquiry-based science course aligned to the PA standards for Science and Technology as well as the Environmental and Ecology Standards. While taking this course you will be introduced to the fundamentals of biology which include characteristics of life, classification, organism make-up, genetics, reproduction, the six kingdoms, and ecology. Activities encourage the use of the skills integral to understanding the 'Nature of Science.' Assessment is based on classwork, homework, laboratory investigations, tests, quizzes, and projects.

Grade 8

Biology

Full Year

This course is recommended for students who are planning to take higher level science courses throughout high school and are considering a career in a science related field. Students will be recommended for the course based on numerous assessment data and criteria. It includes lectures, class discussions and weekly hands-on laboratory inquiries, which will develop observation, reasoning and critical thinking skills. Students will explore such topics as:

biological principles, basic chemistry and biochemistry, cell structures and processes, bioenergetics, homeostasis and transport, cell growth and reproduction, genetics, evolutionary theories, and ecology

SOCIAL STUDIES

Grade 6 **Social Studies** **Full Year**

Sixth grade students study the development of ancient civilizations from prehistory through the Middle Ages. Students focus on the following civilizations: Mesopotamia, Egypt, China, India, Greece, Rome, and the European and Middle Ages. Students analyze these civilizations to determine their effects on the modern world. Students explore each civilization through the acronym, G.R.A.P.E.S., which stands for Geography, Religion, Achievements, Politics, Economy, and Social Structure. Assessments include tests, quizzes, written assignments, G.R.A.P.E.S., homework, and projects.

Grade 7 **Social Studies** **Full Year**

Seventh grade students make connections between the physical and culture world in social studies. The physical geography component answers two questions: what is geography, and why study it? The students analyze the earth's location, features and physical systems. The culture geography component examines government, economics, population, world land use, transportation, and communication. Students investigate the following regions of the world: North America, Africa, South America, Europe, and Asia. The course concludes with an introduction to 8th grade U.S. history, covering Native Americans through the French and Indian War. There is an emphasis on appropriate use and integration of technology to create student understanding. An added area of focus for the social studies curriculum is the interdisciplinary themes, which are usually social studies driven.

Grade 8 **Social Studies** **Full Year**

Eighth grade students study the chronological history of Early America from the Road to the American Revolution to introducing the divisions that almost end the Union. Student studies may include the following periods of American History: the American Revolution, the Articles of Confederation, The U.S. Constitution, the New Republic, the Jeffersonian and Jacksonian Eras, Western Expansion, Social Reform in America, Technology and American Ingenuity, and The Civil War. Students analyze these historical events to determine their effects on present-day America and identify the role of local events on American history. Assessments include tests, quizzes, written assignments, homework, and projects.

SPECIALS (ELECTIVE) CLASSES

APPLIED ENGINEERING AND TECHNOLOGY EDUCATION

Grade 6 **—————From Concept to Construction** **Six weeks**

In 6th grade students will be studying concepts of electricity while constructing a simple electric motor and standard household lighting circuit. Sixth graders will also be examining principles of flight and propulsion during the model rocket unit. Students will assemble and test a solid-stage model rocket that reaches 1,000ft in altitude at 120mph. Engineering design is applied through the use of TinkerCad 3D Design Software and a 3D printer project. At the end of the cycle, students are given the opportunity to complete a woodshop project (cell phone holders) to gain practice using tools and woodworking techniques. All AET classes begin with tool/shop safety as well as a brief review of measurement and fractions.

Grade 7**The Engineering Design Process****Six weeks**

Seventh grade AET is all about the Engineering Design Process as it applies to the construction of CO₂ Dragsters. Students will design, construct and test a CO₂ powered race car that should complete a 50' track in under 1 second. Using principles of aerodynamics to guide their design, students will use woodshop tools to shape and modify their cars to achieve the best possible results. Students in 7th grade AET will learn to use CorelX5 graphic design software to complete projects using the Zing Laser Engraver and CNC machinery. Their fluency with this program will help to transition to high school level Technology Education classes. All AET classes begin with tool/shop safety as well as a brief review of measurement and fractions.

Grade 8**Advanced Application****Twelve weeks**

In the 8th grade, students will combine their past experiences and knowledge of tools/machinery/software to complete more complex projects. For 8th graders, AET begins with an advanced woodshop project (cutting boards, trays, or 2-tiered shelves). These projects will require the students to use various joining techniques, every tool in the shop, and skilled finishing to achieve high quality results. Students are required to compile a journal detailing the processes involved in the design and construction of these projects. Students will continue to enhance their knowledge of CorelX5 software in conjunction with automated production (laser and CNC). All 8th grade AET classes will complete a unit on Structural Engineering and construct/test their own Balsa Bridge or Earthquake Tower while demonstrating the ability to make miter cuts, lap joints, knotch joints, and use lamination. All AET classes begin with tool/shop safety as well as a brief review of measurement and fractions.

ART EDUCATION**Grade 6****Art****Six Weeks**

Sculpture is the focus. Students learn the 3 main concepts of Art, 1.) Imagination, 2.) Creativity and 3.) Innovation. Students study sculptural Art history from the website "Google Arts and Culture": <https://artsandculture.google.com/search?q=sculpture>. Students select their favorite sculpture to sketch in their sketchbook. Students then learn techniques to work with clay. Students create a clay prototype of their favorite sculpture. Students then learn about the "design process" and "scale". Students design their own sculpture on a "3-D drawing sheet". Students then create a clay prototype of their design. Students then learn how to use the sculpting tools and sculpt their design in sandstone.

Grade 7**Art****Six Weeks**

Architecture is the focus. Students are given an Architectural sketchbook. Students learn the definition of Architecture and re-learn the 3 main concepts of Art, 1.) Imagination, 2.) Creativity and 3.) Innovation. Students learn about 4 Architects: Frank Lloyd Wright, Frank Gehry, Bjark Ingles and Zaha Hadid. Students participate, with a partner, in the Design competition "Re-Imagine Fallingwater". Students draw an Architectural drawing and translate their design into the Architecture program Homestyler.com: <https://www.homestyler.com/>.

Grade 8**Art****Twelve Weeks**

Self-portrait is the focus. Students re-learn the 3 main concepts of Art, 1.) Imagination, 2.) Creativity and 3.) Innovation. Students study in detail the work and lives of Leonardo da Vinci, Pablo Picasso, Andy Warhol and Chuck Close. Students create warm-up sketches of "Still-Lives" and "Live models" in 8 different mediums. Students participate in a real studio atmosphere, learning how to use oil paint and clean brushes. Students then learn about the "design process", creating their own self portrait in oil paint.

CAREER AND COLLEGE READINESS

Grade 6**Career And College Readiness****Six Weeks**

To help students meet the PDE requirement of ensuring all students are college and career ready, students will develop a Career Education and Work portfolio in alignment with PDE standards. Students will use the Naviance College and Career Readiness Curriculum which uses interactive lessons as a way to learn about critical skills and gain knowledge about post secondary options. Lessons will focus on self discovery, success skills and college and career planning. Students will have an opportunity to develop a resume, practice interview skills, introduction to manufacturing and trade school opportunities and research a career of interest.

COMPUTER SCIENCE**Grade 6****Computer Science 6****Six Weeks**

In the sixth grade, we focus on the essentials of Document Design, basic presentation software and a comprehensive introduction to computer programming. The students learn the ins and outs of document and presentation design, with a strong concentration on the skill of programming. The following topics are covered in some detail:

- Intermediate to Advanced Word Processing (*Microsoft Word, Google Docs*)
- Desktop Publishing (*Microsoft Publisher, PowerPoint*)
- Creating video games using 3D world-based drag-and-drop code editor software(*Kodu Game Lab*)

Grade 7**Computer Science 7****Six Weeks**

In the seventh grade, the students are encouraged to enhance the design skills they acquired in the sixth grade. The students will be learning intermediate to advanced spreadsheet applications along with a more comprehensive approach to drag and drop programming. Students will use Scratch to create animation and interactivity. Students will ultimately create an interactive game interface. The following topics are all covered in some detail:

- Intermediate Spreadsheet Applications (*Microsoft Excel is used to teach Mathematical Formulas & Functions, Cell Formatting, Charting*)
- Programming basics using drag and drop code editors (*Scratch*)

Grade 8**Computer Science 8****Twelve Weeks**

In the eighth grade, students have chosen to take computers as one of their 12-week electives. Students begin by revisiting programming software from 6th and 7th grade, creating and calling variables for more complex game design. Students will also spend time in a 3-Dimensional space designing worlds to animate and interact with. The class concludes with a very comprehensive text-based approach to programming where students are introduced to the computer programming language of Python. The following topics are covered in some detail:

- Programming and Game Design (*Kodu Game Lab, Scratch*)
- 3-D World Design, Animation and Interactivity (*Alice3*)
- Text-Based Computer Programming (*intro to Python using codehs.com*)

FAMILY AND CONSUMER SCIENCE**Grade 6****Family and Consumer Science****Six Weeks**

During this 6 week course, the students will be introduced to life experiences that may confront them as an emerging teen. Students will develop skills that enable them to build self-reliance and be a productive member of a small group. This includes making more responsible decisions, experiencing satisfying interpersonal relationships,

etiquette and manners, exploring food preparation and nutrition, kitchen safety and the basics of being a smart consumer. Assessment will be based on both group and individual effort in class projects and activities.

Grade 7 **Family and Consumer Science** **Six Weeks**

During this 6 week class, students will explore issues that prepare them for making informed, thoughtful decisions in the areas of consumerism, health, wellness, and nutrition. Students will develop skills that enable them to become more independent and encourage cooperative learning. Activities include basic sewing skills, kitchen safety, nutrition, food safety and sanitation, maintaining healthy lifestyles, and consumer rights through various learning experiences. Assessment will be based on both group and individual effort in class projects and activities.

Grade 8 **Family and Consumer Science** **Twelve Weeks**

During this 12 week course, students will develop skills to become a self-sufficient, responsible citizen and leader in their family, community, and work setting. They will explore many topics to help ~~them~~ prepare them for independent living. This includes child development and child safety, cooking methods, kitchen safety, financial responsibility, eating nutritiously, careers, and constructing a sewing project. Assessment will be based on both group and individual effort in class projects and activities.

MUSIC

Grade 6-7-8 **Band** **Full Year/5 days per week**

Sixth, Seventh, and Eighth Grade Bands are exposed to a number of musical styles through performance. In the course of small group instruction, lessons and rehearsal specific emphasis is made on proper instrumental technique as well as the fundamentals of musicianship.

Grade 6-7-8 **Chorus** **Full Year/5 days per week**

The Choral Music classes in grades 6-8 consist of grade level choruses. Students will be exposed to a wide genre of choral literature and performance experiences. Areas of study include music theory, music history, sight-reading, ear training, proper vocal care and technique, small and large ensemble participation, district and state music festivals, and three concerts during the school year.

Grade 6, 7 **General Music** **Six Weeks**

General Music offers a unique opportunity for students to perform on both guitar and piano. Through performance students learn about note-reading, melody, harmony, texture, rhythm, and form. Students should expect to be assessed by classroom performance, self-evaluation, and playing tests.

Grade 6, 7, 8 **Orchestra** **Full Year/5 days per week**

With Orchestral instruments as our vehicle, our goal in Orchestra is to offer meaningful musical experiences that will foster sequential technical musical development, enhance musical awareness, deepen musical understanding and expression as well as offer exposure to an array of musical cultures, styles and difficulty levels. Orchestra is a year-long course that is a continuation of study across grades 6, 7 and 8. Students apply their skills in a full group setting. The orchestra will be scheduled to perform two concerts during the school year. These performances are required. Orchestra is a yearlong commitment and students are required to complete the year.

Grade 8 **Guitar** **Twelve weeks-5 days/week**

This class is designed for the beginner guitarist. The students will be exposed to multiple styles of music on the guitar. Students will learn proper guitar technique while mastering the basic guitar concepts of open chords, moveable chords, music notation and tablature. Students should expect to be assessed by classroom performance, self-evaluation, and playing tests, as well as a culminating performance. The goal of the class is for all participants to be equipped with the basic guitar technique in order to continue with future self-study.

Grade 8 **Keyboarding** **Twelve weeks-5 days/week**

Beginning Piano & Keyboard is designed for students with limited or no piano playing experience who are interested in learning basic performance skills on the piano and electronic keyboard. The class will focus on teaching students to read standard notation. Additional skills will include, but not be limited to, playing scales, transposition, and basic composition skills. Students should expect to be assessed by classroom performance, self-evaluation, and playing tests, as well as a culminating performance.

PHYSICAL EDUCATION/HEALTH

Grade 6-7-8 **Physical Education** **Six Weeks**

Middle school students apply their emerging mature developmental patterns in the areas of fitness, team and individual sports, dance/aerobics, and low organizational games, to encourage lifetime involvement. Students have option of participating in intramural games, gaining insight into fair play, good sportsmanship, and the experience of competitive play.

Grade 8 **Physical Education** **Twelve weeks-5 days/week**

Middle school students apply their emerging mature developmental patterns in the areas of fitness, team and individual sports, dance/aerobics, and low organizational games, to encourage lifetime involvement. Students have option of participating in intramural games, gaining insight into fair play, good sportsmanship, and the experience of competitive play.

Grades 6-7 **Health and Fitness** **Six Weeks**

Students will learn health is an integral part of everyday life. They gain the knowledge to promote good nutrition, disease prevention, function and structures of the body and the avoidance of drugs, tobacco and alcohol.

Grade 8 **Life Fitness** **Twelve weeks-5 days/week**

Provide 8th grade students an alternative to physical education class by learning about (and participating in) numerous fitness activities that will benefit them throughout their lives. Activities may include: weight Training, bodyweight training, bootcamps, cross-training, resistance bands, yoga/meditation, barre, step aerobics, walk/jog, and cardio.

SECOND STEP SOCIAL AND EMOTIONAL LEARNING

Grade 6-7 **Second Step/ CHILL Strategies** **Six Weeks**

This course will have the students be in charge of the live production of the morning announcements. The students will create content for the daily announcements and PHTV News. The students will learn each aspect of the live production from audio board, set editing, title bars, scrolling contents, lighting, camera techniques and more. The students will rotate jobs for the 12 weeks to create a weekly piece of content. As they are designing, filming, and editing the content they will learn the studio from head to toe. This project based class will give students the opportunity to gain skills in writing, public speaking, technology, filming, artistic creativity, and telling a story to their peers and to the community.

The following skills and content will be emphasized:

- Producing live news feeds
- Controlling audio board functions
- Using set designs
- Learning the Tricaster software
- Developing titles during live broadcast with Live Text software
- Creating news segments and commercials for PHMS events

WORLD LANGUAGE

Grade 6 **French/Spanish** **Six Weeks**

Students will complete a thirty day class for both French and Spanish. The courses provide students with an introduction to the Spanish and French language. Students will learn about the culture and the linguistics of both languages and be able to distinguish between each language. This course is an introduction to the etymology of both Spanish and French words where students will learn the historic connection between Spanish and French culture and how they connect to Latin.

Grade 7 **French /Spanish** **Six Weeks**

Students will complete a thirty day class for both French and Spanish. The 7th grade French Exploratory program explores the culture, language, geography, daily life, products, education, and history of the Francophone world. The 7th grade Spanish Exploratory program explores the culture, language, geography, daily life, products, education, and history of the Spanish-speaking world.

Grade 8 **French/Spanish** **Full Year**

The 8th grade French Exploratory program explores the culture, language, geography, daily life, products, education, and history of the Francophone world.

The 8th grade Spanish Exploratory program explores the culture, language, geography, daily life, products, education, and history of the Spanish-speaking world.

FRENCH 1 and **SPANISH 1**-French 1 or Spanish 1 is a one-year course designed for students interested in continuing with French 2 or Spanish 2 at the 9th grade high school level. It focuses on the three modes of communication- interpersonal, presentational, and interpretive. This program exposes students to authentic print, audio, and visual texts. It also provides them with the tools needed to address the National Standards as set forth by the American Council on the Teaching of Foreign Languages (ACTFL).

WJHSD Special Education Services

Special Education services are provided to all students in accordance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Programs and Services. A student with a disability means a student who, as the result of a multidisciplinary evaluation, is determined to meet the criteria in one of more of the following 13

categories: intellectual disability, hearing, deafness, speech or language impairment, a visual impairment including blindness, emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health impairment, specific learning disability, deaf-blindness or multiple disabilities and who is determined to be in need of special education and related services. Special education services are provided based on the primary educational needs of the student, not the category of the disability. Related services are designed to enable the student to access or participate in educational programs. Related services may include speech and language therapy, physical therapy, occupational therapy, audiology, orientation & mobility, assistive technology, psychological counseling, social work, nursing services and parent training.

The services provided at Pleasant Hills Middle School include:

- **Hearing Support-** Students with a hearing impairment, including deafness are provided with appropriate services and supports to enable them to access and fully participate in the curriculum.
- **Learning Support-**Services provided to students who have an identified need in understanding or in using language (spoken or written), reading, writing or mathematics. Accommodations and modifications may be provided to the general curriculum or through more intensive interventions may be necessary to meet the needs of individual students.
- **Life Skills Support-** Life Skills Support is designed to provide a continuum of services for students with intellectual disabilities and students whose social/behavioral skills are significantly delayed. These students require instruction in daily living skills in addition to receiving instruction in ELA, Mathematics, Science and Writing utilizing the Alternate Eligible Content that is aligned to the PA Core Standards. A primary goal of the Life Skills Support program is to grow a student’s social/emotional development, communication, functional and vocational skills and provide Community Based Instruction (CBI) in order to increase the level of independent functioning.
- **Speech and Language Support-**Services are provided to students who demonstrate a need in the areas of articulation, language, auditory processing and fluency. The service is provided through various models including, push-in, pull-out individual and small group.
- **Vision Support-**Students with a visual impairment, including blindness are provided with appropriate services and supports to enable them to access and fully participate in the curriculum.

Middle Level Life Skills Support

The Life Skills Support program is designed to provide a continuum of services for students with intellectual disabilities and students whose social/behavioral skills are significantly delayed. These students require instruction in daily living skills in addition to receiving instruction in ELA, Mathematics, Science and Writing utilizing the Alternate Eligible Content that is aligned to the PA Core Standards. A primary goal of the Life Skills Support program is to grow a student’s social/emotional development, communication, functional and vocational skills and provide Community Based Instruction (CBI) in order to increase the level of independent functioning. Students will continue to work on the acquisition of new academic skills and focus on the following five domains of daily living skills:

- Personal Maintenance-personal hygiene and grooming
- Social/Behavioral Skills-understanding emotions, social interaction and responsible behavior
- Recreation & Leisure-exploring interests, hobbies, physical fitness, participation in sports/clubs
- Functional academics-skill development in Math, English-language Arts, Science & Writing
- Pre-vocational skills-career exploration, work behaviors/skills, interests and work expectations

The sequences of skills are developed and practiced across settings and are based on the individual needs of each student.

Gifted Support

The Gifted Support Program is designed to enrich and accelerate the basic curriculum with appropriate teaching strategies. The gifted support program emphasizes development of skills needed in leadership, communication, independence, appreciation, logic and creativity. To achieve these goals, the program provides lessons, activities and on-going education emphasizing various level skills, higher level thinking, problem-solving, oral and written communication and independent research.

High level thinking involves the use of base knowledge and understanding to engage the learner in evaluation, synthesis and analysis of a variety of topics. Problem-solving skills are those involved in the utilization of both convergent and divergent thinking patterns and teaching students to employ critical thinking skills in the solution of problems in the past, present and future. Communication skills include listening, reading, written expression and oral presentation which are all a vital part of the process. The final area, independent research skills, enables students to become life-long learners and to keep pace with the changing knowledge required in a technologically innovative society. Students seek knowledge for themselves and discover, as well as use, methods in conveying the information to others.

Screening For Special Programs

A Multi-Disciplinary Team (MDT), which includes teachers, diagnosticians, administrators, and parents, completes a written educational report. The report includes:

- The student's educational, social, and physical history
- Educational needs and strengths
- Information from classroom observations
- Interpretation of assessment results
- Conclusions and recommendations
- Signatures of team members and any dissenting opinions

An Individualized Educational Program (IEP) is developed and implemented after completion of the (Evaluation Report) ER. Parents are invited to be a part of the planning team. Parents receive a written notice prior to the evaluation. The notice states:

- the basis upon which the referral was made
- the right to see all of the student's records
- the right to meet with a member of the evaluation team
- the procedures and test to be used and approximate timeline
- the right to object to the evaluation