

**MIDLAND PARK
JR/SR HIGH SCHOOL**



M I D D L E S C H O O L

P R O G R A M O F S T U D I E S
2 0 2 1 - 2 2

**250 Prospect Street
Midland Park
New Jersey 07432**

**Tel: (201) 444-7400
Fax: (201) 444-0352**

TABLE OF CONTENTS

CLICK ON THE LINK TO LEARN MORE

[Midland Park Schools](#)

[Department Director and Supervisors](#)

[Welcome](#)

[Academic Policies](#)

[Honors Placement](#)

[Scheduling](#)

[PowerSchool](#)

[GoogleApps for Education](#)

[English](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[World Languages](#)

[Physical Education & Health](#)

[Music](#)

[Exploratory & Additional Courses](#)

[English Language Learner \(ELL\)](#)

[Special Services](#)

MIDLAND PARK SCHOOLS

Board of Education Members

Peter Triolo, President
Brian McCourt, Vice President

James Canellas Sandra Criscenzo
Christine Dell’Aglia Nabil Eliya
Patricia Fantulin Richard Formicola
Maryalice Thomas

Administration

Marie C. Cirasella, Ed.D
Superintendent of Schools

Stacy Garvey
Business Administrator and Board Secretary

Ann Marie Bruder
Director of Special Services

Nicholas Capuano
Midland Park Jr./Sr. High School Principal

Michael Gaccione
Midland Park Jr./Sr. High School Assistant Principal

Glenn Stokes
Midland Park Jr./Sr. High School Assistant Principal
Athletic Director

Kathleen LoCascio
SHIP/HIP Principal

Peter Galasso
Highland School Principal

Danielle Bache
Godwin School Principal

Mission Statement

The Midland Park School District as part of a strong, dedicated community, provides its students with a comprehensive, adaptive education aligned to 21st century knowledge and skills needed for success in college and career. The district maximizes all resources to empower students to realize their individual worth and responsibility, with the expectation they achieve the New Jersey state standards at all grade levels.

DEPARTMENT DIRECTORS AND SUPERVISORS

Nicholas Capuano

English, Social Studies, World Language, and Guidance

Michael Gaccione

Mathematics and Science

Glenn Stokes

Athletics, Physical Education and Health, Art, Music, Career and Technical Education

Ann Marie Bruder

Special Services

WELCOME!

Tell me and I'll forget. Show me and I may remember. Involve me and I learn.

Benjamin Franklin

Midland Park Middle School serves students in grades 7 and 8 in a separate wing in the Junior Senior High School building. In this building, students may have more freedom than experienced before; however, with more freedom comes more responsibility.

Students are enrolled in English, math, science, social studies, physical education and health foreign language (French or Spanish), music classes, and exploratory classes.

Students in grades 7 and 8 eat lunch together during period 4 (10:42-11:30). Students are able to eat in the cafeteria and then use their time wisely to either get head start on their homework in the Media Center, or run around outside or in the gymnasium. Students who wish to be in chorus, may take the class during the first half lunch.

What makes Midland Park Middle School special a place is the team of administrators, teachers, and staff members who make students their number one priority. The Midland Park Schools faculty and staff work collaboratively with parents and the community to figure out ways to best serve the students, for it is the students who are the future!

Roles of Administrators

Administrators are here to support the students and the community. Administrators are open to working with students and their families in order to foster a healthy and safe environment where students can come ready to learn.

Mr. Nicholas Capuano

Principal

Oversees academic careers of students in grades 7 through 12 and the physical building

Mr. Michael Gaccione

Assistant Principal

Attendance Administrator and Lead Disciplinarian

Mr. Glenn Stokes

Assistant Principal

Middle School Administrator Liaison

Middle School Athletics, High School Athletic Director

Ms. Ann Marie Bruder

Director of Special Services at the District level; Office located at the Board of Ed

Oversees special services for students in all three buildings

Works very closely with Mr. Capuano, Mr. Gaccione, Mr. Stokes to support students with educational plans (IEP, 504, I&RS, ELL)

As students mature and progress through their education careers, the roles of administration change to fit the students' needs.

THE TEAM APPROACH

The Philosophy

The Middle School uses the Team Approach when interacting and monitoring students' academic, social, and emotional well-being. The Team Approach enhances communication among teachers, administrators, staff members, and parents. The 7th Grade and 8th Grade Teams participate in Team Meetings led by Mr. Gaccione.

The 7th Grade Team of Teachers is composed of veteran teachers who are true masters of their subjects. The 7th grade is a transition period, as students are new to the building and policies, but the teachers are here to help students adjust to their new surroundings and lay the groundwork for good study habits in order for them to be successful.

The 8th Grade Team of Teachers is composed of enthusiastic teachers who take the love of teaching and love their subject to the next level where students are eager to learn. The teachers are tasked with preparing the students for the rigorous high school courses. These are the teachers who will be recommending students for either honors or college prep (CP) placement in the 9th grade.*

Guidance Counselors are the students' counselors from grades 7 through 12, and serve as academic advisors. Guidance counselors may assist students with emotional and social concerns, as well. As class scheduling becomes more involved in high school, and students start transitioning to career and college planning, the guidance counselors' roles become more defined.*

Many students may recognize the Student Assistance Counselor (SAC) from their time at Highland School. The SAC's primary office is in the middle school wing of the Midland Park Jr./Sr. High School. He helps students navigate the social and emotional woes of school and continues to work with students and families through middle school and high school.

*For more information on high school courses or career and college planning, please refer to the [High School Program of Studies](#) or review the [College Planning Guide](#). Although the *College Planning Guide* may be geared to a year/graduating class with specific dates, it could provide some additional insight.

ACADEMIC POLICIES

Honors Placement

Seventh grade is the start of the Honors Program. Midland Park Jr./Sr. High School offers honors classes for English and math in middle school. These are rigorous courses and are designed to challenge the student. There is a higher standard of work and a certain expectation of maturity. The student should be interested and eager about being in the class. Please be aware of time management (i.e. extra-curricular activities). The 7th grade is a transition period, and taking honors classes will add to that adjustment.

Students must take the honors placement test given in the spring. In order to qualify to take the honors placement test, 6th graders must have a B+ in their current class. Seventh graders who are already in the honors program, and who have a B+, are automatically enrolled to the next honors level. Seventh graders who are not in the honors, but have a B+ may be eligible to take the honors placement test. Administration determines who qualifies for the honors classes based on students' test scores as well as criteria they deemed appropriate.

In the 8th grade, students who are in the math honors class, are learning and studying the algebra I curriculum, and will be taking the algebra I NJSLA assessment in the spring.

Grading

There are four marking periods. The four marking periods make up 85% of the final grade.

Midterms Exams and Final Exams

Students are evaluated through midterm exams given at the end of the marking period 2 (semester 1), and a final exam in June. The midterm exam is worth 5% of the final grade and the final exam is worth 10% of the final grade.

$$\text{Final Grade} = [(Q_1 + Q_2 + Q_3 + Q_4) \times (.85)] + [(E_1 + E_2) \times (.15)]$$

Category	Percentage
Quarter 1 (Q1)	21.25%
Quarter 2 (Q2)	21.25%
Mid-Term Exam (E1)	5%
Quarter 3 (Q3)	21.25%
Quarter 4 (Q4)	21.25%
Final Exam (E2)	10%
Final Grade (Y1)	100%

Exam Schedule

Midterms are given during the regular school day, during a 48 minute period. There is a specialized final exam schedule.

Letter grades will be determined by the following:

Range	Grade
98-100	A+
94-97	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
65-69	D+
60-64	D
59-Below	F

Remediating Courses

When a student does not pass a course, he/she may remediate the course through an approved summer school.

Both grades will appear on the report card.

Grade Reporting

Grades are reported at the end of each marking period. Grades are available on PowerSchool. Parents/guardians and students have access to PowerSchool.

Incompletes

When a student does not complete work missed for absence or other excused reasons, he/she will receive an incomplete for the marking period. The grade of an incomplete will only be assigned if coursework is not completed because of extenuating circumstances, i.e., illness, death in family.

The student is responsible to report to the teacher to seek the work he/she has missed.

Incomplete grades will not be given to students who choose not to complete the coursework by the end of the quarter.

SCHEDULING

The Role of the Guidance Counselor

Guidance counselors assist students in scheduling classes. The guidance counselor's roles vary depending upon a student's year in school and type of program. However, guidance counselors do not place students in honors classes without a teacher recommendation. When scheduling problems arise, the guidance counselor is available to help students and parents/guardians develop solutions.

Scheduling Timeline

January: Students go to the Media Center and select elective classes on PowerSchool that they are interested in taking

8th grade teachers make CP/honors recommendations for 9th grade courses
Students should speak with their teachers about their placement for next year before recommendations are made

February: Development of Master Schedule*

Spring: 7th grade students who qualify will take honors placement test for English and/or math (for 8th grade courses)

6th grade students who qualify will take honors placement test for English and/or math (for 7th grade courses)
Honors placement test for 6th grade students is organized by Mr. Galasso

End of May: 8th students' preliminary schedules mailed home with 9th grade course placements (CP or Honors) and elective classes**
No teachers' names are on the schedules

Month of June: 8th grade students should see their guidance counselor for changes

Summer: Rising 7th and 8th grade students find out honors test results/placement

End of August: 7th and 8th grade student schedules mailed home and available on PowerSchool**
Teachers' names are on the schedules

First Day of School: Schedules are distributed in homeroom

**The development of the Master Schedule is an on-going process*

***Schedules are subject to change due to changes in the Master Schedule, which is based on students' needs and interests*

Schedule Change Guidelines

The following are not valid reasons for a schedule change:

1. Teacher preference, even when it is switching teachers if the same course meets the same time
2. Changing a course from one period to another
 - Changing courses from one period to another are not made for students who want to be with their friends. Look at this as an opportunity to meet new people and share new ideas. All middle school students eat lunch together (period 4), this is the time to be with friends and enjoy each other's company.

Schedule

Middle School students have an "A/B" schedule. Depending what Day it is (an "A Day" or "B Day"), determines what class students attend. Students may see (A), (B), or (A-B) next to the period. If the letter (A) is next to the period that means that class meets on "A Days" only. The same for (B) next to the period. (A-B) means that students go to that class every day.

EXAMPLE:

1(A) meets on A Day only

1(B) meets on B Day only

2(A-B) meets on A Day and B Day (everyday)

Warning Bell	8:02
Homeroom	8:05-8:10
Period 1	8:12-9:00
Period 2	9:02-9:50
Period 3	9:52-10:40
Period 4.1	10:42-11:05
Period 4.2	11:06-11:30
Period 5	11:32-12:20
Period 6	12:22-1:10
Period 7	1:12-2:00
Period 8	2:02-2:50



PowerSchool is a student information system used to support the educational process.

PowerSchool provides parents/guardians and students online access to assignments, grades, and attendance.

This will help with ongoing communication between students, teachers, and parents to promote student success.

With PowerSchool parents/guardians can:

- Communicate with teachers.
- Keep track of their child's progress by having access to grades, teacher comments, class/homework assignments, and attendance.
- Access report cards.

With PowerSchool students can:

- View class schedule, assignments, grades, and teacher comments.
- Access information, such as locker number and combination, food service pin number and account balances.
- Request courses for the next school year.

Important: Please keep contact information (phone numbers, house address, and email addresses) up to date at all times to receive communications from the school.

Google Apps for Education



Midland Park Jr./Sr. High School is part of the 1:1 Chromebook initiative. Each student and teacher has their own Chromebook, equipped with a charger, for their use during the school year. Located in the Media Center, there is an IT Department who is well-versed with these devices and is able to assist students and teachers. Midland Park Jr./Sr. High School uses the Google Apps Platform.

Every Midland Park Jr./Sr. High School student and teacher has an “MP Panthers” Google Apps account which includes:

- Email. **This email address will be used for all school related communications with students.**
- Drive: A Cloud based storage that can be used to store files for access from any Internet connected computer or mobile device.
 - Docs (word processing), Sheets (spreadsheet), Slides (presentations)
- Classroom
 - Teachers can use Google Classroom, where they can post assignments, post important dates, students can submit assignments, and so on.

With Google Apps, students and staff will be able to:

- Collaborate and work online
- Be more productive in class and at home.
- Use their MP Panthers email account to communicate effectively with teachers and peers.

ENGLISH

English 7

English 7 Honors

Course Description:

This course encourages critical-thinking and student-driven reading opportunities of the various texts in the seventh grade. The reading skills are taught throughout the year in accordance with the texts being approached at each time. A choice driven program allows students the opportunity to explore text and new reading skills in a variety of ways and in ways that best suit their learning styles. Participating in this choice driven reading program helps students foster a lifelong love of reading and utilize reading skills in the world around them. Vocabulary is integrated throughout the year. Students will also study three writing styles: informational, narrative, and argumentative. At the conclusion of the year, students will submit a research paper.

English 8

English 8 Honors

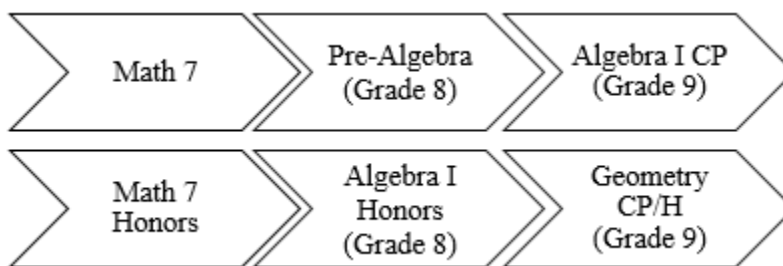
Course Description:

This course is taught to give students a variety of reading and writing experiences, both in the teacher-led whole class style and the more independent workshop style. The read Curriculum covers a broad range of text from ancient to modern to classical American literature, and integrates both fiction and nonfiction throughout the year. Each text or set of text is stated in a historical context and connects to the year-long essential question, “What is the importance of community?” to give students a purpose for reading. Students are given ongoing practice with vocabulary acquisition and grammar. They also understand an independent novel and corresponding project each quarter to encourage reading for pleasure and literary variety.

English 7 & 8 and English 7 & 8 Honors classes cover the same curriculum. The honors classes offer a more intensive reading and writing workshop environment for students who have a demonstrated accomplishment and show a genuine intense interest in the subject. Material is presented at a quicker pace.

MATHEMATICS

MATHEMATICS COURSE SEQUENCE



Math is a cumulative subject; everything builds on what came before. It is important to have the basic understanding of the skills and concepts before moving onto the next topic/level/class.

Math 7

Math 7 Honors

Course Description:

This course prepares students for the study of algebraic concepts. The course will extend key concepts developed in grade 6. It will expand the study of the number system to include the real number system, focusing on performing operations with rational numbers. Additional topics include modeling relationships with variables, equations and inequalities, ratio and proportional reasoning, percent application, the study of angle relationships, triangles, quadrilaterals, circles, area, circumference, surface area, volume. Students will be introduced to probability and statistics.

Pre-Algebra

Course Description:

The course focuses on three areas. The first area focuses on formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations. The second area grasps the concept of a function and uses functions to describe quantitative relationships. Finally, the last area focuses on two-and three- dimensional space and figure using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Algebra I Honors

Course Description:

Algebra I is a rigorous, open-ended, and sequential class that connects previously learned algebraic topics and expands them to include polynomial expressions, quadratic equations and exponential functions. As part of the spiraling curriculum, aspects of Pre-Algebra and elementary Geometry are taught throughout the year. These aspects include solving equations and inequalities, graphing linear functions, area and perimeter modeling, and solving systems of linear equations. A guided inquiry program gives students the opportunity to explore topics and concepts through mathematical investigations. In the spring, students will take the algebra I NJSLA assessment.

SCIENCE

The science curriculum in grades 7 and 8 are taught using the spiral curriculum model. A spiral curriculum method based on the premise that students learn more about a subject each time the topic is reviewed and encountered. The idea is that as students encounter the topic, they expand on their knowledge, improve on their skill level, and reinforce previous learning.

Science 7

Science 8

Description:

The science curriculum is a hands-on, open-ended and sequential process of investigating the biological and physical world. As part of the spiraling curriculum, aspects of the physical science, life science, earth science and space science, and engineering; technology and applications of science are taught throughout the year. A guided inquiry program gives students the opportunity to explore topics and concepts through investigations.

SOCIAL STUDIES

World Cultures 7

Course Description:

Seventh Grade World Cultures is designed to help 7th graders develop a geographic understanding of their world with a focus on location, physical features, culture, economics, and politics. The course will introduce the students to the field of geography through the 5 Themes of Geography. After gaining a basic understanding of maps, terms, definitions and the themes, students will engage in case studies on specific topics. Students will act in the role of geographer in order to gain a globalized, world-view. Students will study regions of the world while focusing on one aspect of the study of geography using the case-study format.

Ancient World History 8

Course Description:

Grade 8 Ancient World History is taught in five units throughout the school year using a research inquiry based approach. The world history curriculum is a course designed to provide eighth grade students with a cross-cultural study of the development of civilization from the earliest foundations of civilization to the Renaissance. Emphasis will be placed on a thematic approach and understanding of world history. Each civilization's history will be explored throughout the year as part of a thematic curriculum focusing on human interactions with the environment, characteristics of leadership, religious beliefs and perspectives, and pursuing societal gains. Students will acquire the knowledge, skills, and perspectives that will allow them to become active citizens of America who can make informed decisions about local, national, and global issues.

WORLD LANGUAGES

French 7

Course Description:

French 7 is an introductory course that develops the student's skills of listening, speaking, reading and writing through basic thematic vocabulary and grammatical structures. The course also highlights some of the cultural aspects of the language with regard to foods, pastimes, customs, etc. This will be accomplished through the use of text selections, ancillary materials, appropriate Internet sites, classreports and other media. This course is designed for students with little to no prior instruction in the French language.

French 8

Course Description:

This course begins with a review of the basic materials presented in the seventh grade. Listening, speaking, reading, writing, and cultural awareness skills continue to be developed. The time dimension is extended to include the use of the past tense. A wide variety of cultural activities enhances and facilitates language learning. This course represents the second half of a Level I high school course. The expectation is that students will be ready to take French Level II as freshmen.

Spanish 7

Course Description:

Spanish 7 is an introduction to the Spanish language and culture. The students will not only gain specific knowledge and skills in order to communicate in real life situations, but will develop cultural and esthetic appreciation of the Spanish-speaking world. This course provides students with the interpersonal, interpretive, and presentational oral and written skills they need to create language for communication on the novice-mid level according to ACTFL standards. In Spanish 7 students will listen to and respond to authentic Spanish conversations made by native speakers through the use of technology. Linguistic and cultural comparisons will be made throughout the year. Connections to other disciplines are addressed through theme pages, readings, and project assignments.

Spanish 8

Course Description:

Spanish 8 is a continuation of the study of the Spanish language and culture. The students will gain specific knowledge and skills within certain language contexts practiced throughout the year. They will develop cultural and esthetic appreciation of the Spanish-speaking world related to the course's governing themes. This course provides students with the interpersonal, interpretive and presentational oral and written skills they need to create language for communication at a slightly higher level than Spanish 7. In Spanish 8 students will use technology to enhance their language learning. They will make linguistic and cultural comparisons and will engage in more extensive reading and writing. Connections to other disciplines are addressed through theme pages in the text, readings and project assignments

PHYSICAL EDUCATION & HEALTH

PHYSICAL EDUCATION

Physical Education 7

Course Description:

Seventh grade physical education instruction focuses on standards-based content that has been categorized into three measurement topics: Outdoor team sports; Indoor team sports; and physical fitness. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Seventh grade students participate in learning tasks that are organized into personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games activities include the following outdoor and indoor team sports: flag football; softball; soccer; ultimate Frisbee; volleyball; team handball; basketball; badminton; pickleball; tennis; and weight training and fitness. Fitness activities include fitness training and assessment.

Physical Education 8

Course Description:

Eighth grade physical education instruction focuses on standards-based content that has been categorized into three measurement topics: Outdoor team sports; Indoor Team Sports; and physical fitness. The learning tasks in physical education emphasize and teach problem-solving and decision-making skills. Eighth grade students participate in learning tasks that are organized into personal development and tactical games activities. These activities provide opportunities for students to learn specific criteria aligned to each measurement topic. Personal development activities center on creative expression or individual gains through participation in the learning tasks. Tactical games activities concentrate on the application of tactics and strategies to the learning tasks. Tactical games activities include the following outdoor team sports: flag football; softball; soccer; ultimate Frisbee. Tactical games activities include the following indoor team sports: volleyball; team handball; and basketball. badminton; pickleball; tennis; and speedball. Fitness activities include weight training and fitness training and assessment.

HEALTH

Health 7

Course Description:

Seventh grade health will implement the students' knowledge base and skill levels learned in elementary school health. This course is designed to develop problem solving skills, decision making, critical thinking, communication, and literacy as they apply to real life situations for the students' mental, physical and social well-being. Wellness, fitness, nutrition, substance abuse and personal hygiene are discussed. Character development / 7 mindsets supports the development of healthy relationships and the equitable treatment of others.

Health 8

Course Description:

Eighth grade health will study positive health-related attitudes and behaviors that support self-reliance and self-regulation while developing health literacy and lifelong wellness. Health-literate students have the knowledge, skills, and ability to maintain and enhance personal health and fitness. Life skills emphasized throughout the program include setting goals; making decisions; identifying beliefs, attitudes, and motivations; assessing information; and advocating for personal, family, and community health. Comprehensive health education includes the following ten units: mental and emotional health; the body systems; physical fitness; the stages of life; adolescent growth and development; conflict management; alcohol; medicines and illegal drugs; infectious disease and noninfectious disease.

MUSIC

Band 7 & 8

Course Description:

Students who desire to develop their skills in instrumental music may enroll in band during each year in high school. Band rehearsals are conducted during the school day and for limited periods of time outside of the regular school day, depending on the needs of the organization, but particularly just prior to major concert programs and shows. Students participate in a rotating lesson schedule during the school day. Membership in the band requires self-discipline with regard to practice, dedication with regard to daily and extra rehearsal sessions, and compliance with the demands of the director with regard to performance standards

Chorus 7 & 8

Course Description:

Middle School Chorus is a performance based class where students in grades 7 and 8 will refine vocal production techniques, develop music literacy, strengthen sight reading skills, and be exposed to choral music of different cultures, time periods, countries, and genres. This will be done through various vocal exercises and through the singing of age appropriate 3 part choral literature. The choral repertoire chosen will: be music that is historically and educationally significant, be well written musically and textually, strengthen overall musicianship, represent various genres of music with both sacred and secular texts in English and other languages, challenge the group, represent various cultures and languages, and provide solo opportunities. The Chorus will perform at the Winter and Spring Concerts during the academic school year. Attendance at concerts is mandatory and is reflected in student grades. Students will also participate in in-school lessons (small and large group) and rehearsals to support learning and performance. If possible there will be opportunities for performance outside of the school environment.

EXPLORATORY and ADDITIONAL COURSES

These classes are offered on a rotating basis to 7th and 8th grade students. Each year the rotation and offerings are subject to change.

Art

This course uses a wide range of methods and media to encourage the students to continue to explore the field of art. Work in sculpture, ceramics, basic perspective, color use, and art appreciation are introduced in these elective courses.

Culinary Arts

This curriculum is a hands-on comprehensive understanding of the skills and procedures in the kitchen. Students will develop such practices in safety & sanitation, establishing healthy habits, and proper use of equipment. Measuring, cooking terms, and use of equipment will expand throughout the course. Recipes will be introduced and cooking techniques will be presented & practiced. The cooperative kitchen lab setting will teach time management skills and tasks when preparing food and career skills, such as learning to work with others in a group setting. Throughout the cooking experience, healthy eating, moderation, and nutrition will be expanded. In addition, 21st Century skills will be developed. Food related careers and an introduction of various occupations will be studied.

Digital Design

Digital design will give students a brief view into computer science concepts. It will give students a glimpse into computer science concepts that are offered at the high school level. The design thinking process will be looked at through game design, robotics, virtual/augmented reality, and basic programming. Students will also learn Internet safety, the dangers of the Internet and how their Internet postings can affect their future.

Financial Literacy

The objective of this 10 week course is to help students better understand the connection between the choices they may make today and their opportunities in the future. Students will gain a basic understanding topics like income and careers, managing and investing their money, credit and debt, and being financially responsible by saving, insuring their money

Technology

This course will help students navigate the complicated digital landscapes that are omnipresent in their lives. Students will learn how their actions affect the digital and leave a digital footprint that follows them forever. They will also learn how to become safe, functioning, and supportive members of that digital world. Students will be encouraged to look towards their future careers and determine not only what skills will help them achieve their goals, but what technology will be imperative for obtaining those futures. They will be given strategies and solutions for using technology to its full potential to make themselves more productive and efficient workers. Finally, they will find out their rights as creators in the digital age, and how to protect themselves and respect others when it comes to copyrights and fair use. The course will culminate in students leaving their own technological legacy by creating a digital how-to-guide for one of the learned programs from for the course

TV Workshop

This course is designed to teach the fundamentals of television production from developing and organizing ideas, to scripting and planning production, through the rehearsal process, filming and post-production work. This is a collaborative course, requiring the student to work with others at all times. Sometimes the student will be in charge of communicating his/her needs and ideas or others; sometimes he/she will be on crew, executing the directions of others.

Reading

Students in this course will improve upon their reading comprehension skills by learning various reading strategies that will help them become strategic readers in all academic courses. Building vocabulary is an essential aspect of this course as it directly relates to reading comprehension skill. In addition, students will learn strategies that will help them to prepare for the language arts/literacy section of the NJSLA.

Writing

This is a comprehensive language arts program focusing on step-by-step instruction in the writing process. Students apply readings and personal experiences to produce various types of writing. The course will also concentrate on writing for varied purposes and audiences. In addition, students will learn strategies that will help them to prepare for the language arts/literacy section of the NJSLA.

ENGLISH LANGUAGE LEARNER (ELL)

The English Language Learners (ELL) Program prepares students with limited English proficiency for full-time participation in the regular education program. Its primary goal is to ensure that English Language Learners develop sufficient fluency in all areas of English to facilitate their active participation in all academic courses and school activities. The program, delivered through small group instruction, focuses on grade level academic content and skills introduced through the use of materials appropriate to language proficiency levels. Students' courses are planned on an individual basis in response to individual language needs and personal interests. Students' English proficiency and growth are monitored frequently using a variety of formal and informal assessments. Students will exit the program based on a variety of criteria, but not limited to, teacher recommendations, NJ WIDA- ACCESS score, and grades in core courses.

English Language Learner

Course Description:

English as a Second Language is meant to help bridge the academic and social concepts being taught in class to students learning English as a second language, in addition to the appropriate academic material for their grade level. As such, English Language Services and English as a Second Language curricula have five standards addressing the need for English ability in the four major academic areas and social language requirements.

SPECIAL SERVICES

Resource Center Program

Program Description:

The resource center program provides classified students individualized as well as small group instruction in the core academic subjects. Instruction is based upon individual goals as stated in the IEPs which are guided by student needs and frameworked around the New Jersey state learning standards. The purpose of the program is to assist students in bridging academic gaps supporting their movement into a less restrictive environment in the future.

Courses Offered in the Resource Center Program

English	Mathematics
English 7	Math 7
English 8	Pre-Algebra

Study Skills

Course Description:

This course of study is designed to assist the special education student to have a successful experience in mainstream classes. Students will be taught techniques to improve listening skills, organizational skills, study habits, specific reading and writing skills, note-taking skills, test-taking skills and problem solving skills. Students will have the opportunity to improve vocabulary, concentration, memory and topic research skills. In addition, students will develop a better awareness and understanding of various learning disabilities and how they affect performance in school. Students will also be taught the skills needed to self-advocate in a small group or one-to-one situation. Once the student develops the skills necessary for academic success and/or no longer benefits from the program, then goals of this course have been achieved and the student will transition out of the study skills program. Students enroll in Study Skills in lieu of a world language.