



**DORSEYVILLE MIDDLE SCHOOL**  
**2018-2019 COURSE DESCRIPTION GUIDE**

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**Dorseyville Middle School**

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Kimberly M. Pawlishak, Business Manager

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Timothy Mahoney, Director of Special Education and Pupil Services

Megan Cicconi, Executive Director of Instructional and Innovative Leadership

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Sari L. Brecosky, Director of Literacy

Dana Simile, Coordinator of English Language Arts

**Middle School Principals**

Jonathan T. Nauhaus, Principal

Cassandra Pencek, Assistant Principal

**Middle School Counselors**

Mark Cooper

Kristin Pollick

Craig Reinhard

**Introduction**

This booklet has been prepared to assist you in understanding the middle school program. It contains information about curricular choices and course descriptions. Courses are offered to meet the abilities and interests of all students.

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**Fox Chapel Area School District****Vision**

The Fox Chapel Area School District will be recognized as one of the top-performing public school districts in the nation. Toward that end we will:

- Challenge each student to reach his/her maximum potential level of achievement.
- Provide scholarly experiences that deepen understanding, creativity, critical thinking, problem solving, innovation, and collaboration.
- Provide an environment that promotes inclusiveness and embraces diversity.
- Foster a culture that encourages student involvement in the community and raises awareness of civic responsibilities.
- Build relationships with postsecondary institutions, businesses, and industry to create and sustain programs that prepare students to excel beyond high school.

**Mission**

The Fox Chapel Area School District exists to maximize student learning, achievement, and development.

The mission of Dorseyville Middle School is to provide an instructional environment specially suited to meet the unique needs of the middle school learner.

**Core Values**

Respect – Responsibility – Integrity

**Goal Areas**

- Learning
- Achievement
- Safety Nets
- Communications

**Dorseyville Middle School will:**

- Provide a safe and inviting school environment
- Expect academic excellence through differentiated instruction, critical and creative thinking, problem solving, and the application of technology
- Use a team approach to promote learning through a smaller learning environment and the integration of subjects in instruction
- Provide academic, behavioral, and emotional support
- Promote health and wellness for students and staff
- Strengthen positive relationships through the core values of Respect, Responsibility, and Integrity
- Promote appreciation for the diversity represented in our student body
- Provide a smooth transition to and from each grade level
- Involve parents and community members through shared decision-making and leadership

**Grading Scale**

A	100 - 93	C+	79 - 77
A-	92 - 90	C	76 - 73
B+	89 - 87	C-	72 - 70
B	86 - 83	D	69 - 65
B-	82 - 80	F	64 - 0

**Student Schedules**

Each spring school counselors meet with students to discuss scheduling of classes for the following year. Based on this course selection process, teaching assignments and class offerings are established to build a master schedule.

It is the responsibility of the student and parent to review student schedules when they are received in the summer. If there is an error on the student's schedule, the parent should contact the appropriate counselor prior to the beginning of the school year and make the necessary correction.

The school does not honor parent and student requests for teacher preferences.

**Sixth Grade Academic Program****Required Courses**

- LITERACY
- MATHEMATICS
- MUSIC
  - SELECT ONE OPTION
    - GENERAL MUSIC
    - BAND
    - CHORUS
    - ORCHESTRA
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- UNIFIED ARTS
  - ART 6
  - MOBILE DEVICE
  - TECHNOLOGY EDUCATION 6
- WORLD LANGUAGES
  - FRENCH
  - GERMAN
  - LATIN
  - SPANISH

## Sixth Grade Course Descriptions

### LITERACY

**TITLE: LITERACY 6**

**GRADE: PERCENTAGE**

Literacy 6 is a two period course designed to help students develop abilities to analyze and compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion. It provides instruction and practice in writing informative responses, argumentative responses, narrative responses, and text-dependent analysis essays. Literacy 6 reviews, refines and further develops students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts.

**OCCURS: 2 PERIODS DAILY**

**DURATION: SCHOOL YEAR**

**TITLE: ADVANCED LITERACY 6**

**GRADE: PERCENTAGE**

Advanced Literacy 6 is an intensive two period course designed for students who demonstrate advanced ability in reading and writing. It offers a structured and highly articulated environment where students have the opportunity to utilize critical analysis skills, compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion using complex texts of varying lengths. It provides instruction and practice in writing informative responses, argumentative responses, narrative responses, and text-dependent analysis essays. Advanced Literacy 6 reviews, refines and further develops students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts. Students must qualify for this course in both reading and writing.

**OCCURS: 2 PERIODS DAILY**

**DURATION: SCHOOL YEAR**

**TITLE: COMPREHENSIVE LITERACY 6**

**GRADE: PERCENTAGE**

Comprehensive Literacy 6 is a replacement course for students who are struggling with the components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Placement criteria is used to determine placement and is used to establish the level at which students begin.

**OCCURS: 2 PERIODS DAILY**

**DURATION: SCHOOL YEAR**

**TITLE: READING SUPPORT 6**

**YEAR**

Reading Support 6 is scheduled for two of the six days in the rotation with additional days available if necessary. This course is scheduled in addition to Literacy 6. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.

**OCCURS: 2 PERIODS PER 6 DAY CYCLE**

**DURATION: SCHOOL**

### MATHEMATICS

**TITLE: MATH 6**

**GRADE: PERCENTAGE**

In Math 6, students will build on their prior work in measurement, multiplication, and division as they study the concepts and language of ratios and unit rates. In addition, students explore rational numbers as points on the number line and extend previous understandings of numbers to the system of rational numbers, which includes negative numbers. Students begin formal study of algebraic expressions and equations, and apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They will work on developing an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions.

**OCCURS: 1 PERIOD DAILY**

**DURATION: SCHOOL YEAR**

**TITLE: RESOURCE MATH****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course is intended for students who are below grade level expectations and require more intensive intervention than is practical in the Math 6 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make connections while learning to think algebraically. The curriculum then transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete.

**TITLE: PRE-ALGEBRA 6  
DAILY****OCCURS: 1 PERIOD****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Pre-Algebra for sixth and seventh grade students consists of an in-depth study of traditional middle grade mathematics with emphasis on mathematical structure and application. The students are introduced to the real number system as they study whole numbers, integers, rational numbers, and irrational numbers. In all areas, the equation and its solution are incorporated. Other key areas of study include geometry; ratio, proportion, and percent; probability and statistics; standard statistical graphs; plotting of solution sets of equations; and problem-solving strategies.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to the lessons.

**TITLE: ACCELERATED ALGEBRA I  
GRADE: PERCENTAGE****OCCURS: 1 PERIOD DAILY****DURATION: SCHOOL YEAR**

Accelerated Algebra I for sixth grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to the lessons.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: MATH 6 EXTENSION****OCCURS: 2 PERIODS PER 6 DAY CYCLE****DURATION: SCHOOL YEAR**

Math Extension is an intervention course that meets two days out of the six day rotation in place of Music, Physical Education, or World Language. Students are enrolled in this class as needed based on multiple criteria. Math Extension is in addition to the regular Math 6 course with an academic focus on supporting the student in attaining mastery of the Math 6 content as well as revisiting necessary skills not mastered in previous courses.

**MUSIC ELECTIVES****TITLE: GENERAL MUSIC 6****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The general music course offers a broad spectrum of musical experiences. Major topics covered include an understanding of musical genres from the past and present, introduction and exploration into the music-composing software GarageBand®, learning the fundamentals of music, and culminating these aspects with a performance application in class. Students will study musical instruments, however, no public performing will be required.

**TITLE: BAND 6****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Sixth grade band is a year-long, fully graded course for students who already play a band instrument. At this level, students are expected to have greater facility on their instrument, increasing skill reading pitch and rhythmic notation, and a basic understanding of musical terminology. Students will study music theory as well as instrumental techniques related to their instruments and will use method books appropriate to their skill levels. They will be tested on material from those books, as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. Students planning to enter the sixth grade band program are required to obtain their current band director's approval before scheduling band. There are no beginning level band classes offered in the sixth grade.

**TITLE: CHORUS 6****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The goal of the choral music program at Dorseyville Middle School is to provide students with the opportunity to perform quality vocal repertoire while also building musical skills in vocal technique, rhythm, tonal memory, reading and writing melodic patterns, and sight singing. The standards for participation and grading are very high as students must complete assignments, demonstrate and apply knowledge of musical theory and vocal technique, memorize their performance repertoire, perform in the annual concerts, and actively participate in class. A positive and cooperative attitude is essential for success in the ensemble setting.

**TITLE: ORCHESTRA 6****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Orchestra is offered to students with previous experience on the violin, viola, cello, or bass (note that there will not be piano players in this class). String students will continue the study of techniques introduced in elementary school. Students who sign up for this class need to have two or more years of experience. Orchestra members in this ensemble can further their learning experience by auditioning for one of the chamber orchestra groups offered during the school year.

**PHYSICAL EDUCATION****TITLE: PHYSICAL EDUCATION 6  
CYCLE****OCCURS: 2 PERIODS PER 6 DAY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Students use heart rate monitors to gauge activity and fitness level and often discuss and analyze the influence of fitness and movement on heart rates. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.

**SCIENCE****TITLE: SCIENCE 6****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Sixth grade science will cover 5 core topics in the area of life science: structure and function of life, microscopic life, plants, animals and interactions of life. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the seventh grade curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.

**SOCIAL STUDIES****TITLE: SOCIAL STUDIES 6****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This sixth grade course (World Civilizations I) is a comprehensive study of ancient civilizations. World Civilizations I is the first of three secondary courses that will encompass world history from the dawn of mankind to the ancient Greeks. Units taught chronologically at this level include: Prehistory, Mesopotamia, Egypt, India, China, and Greece. Each society is examined and evaluated according to the following cultural characteristics: religion, economic system, social order, government, transportation, and the role of women. Special emphasis is placed on understanding cause and effect relationships relating to trade, conflict, slavery, and the movements of populations. Lesson plans will utilize a multidisciplinary approach to teaching history. The five themes of geography (location/place/region/movement/human environmental interaction) are consistently stressed to promote analytical thinking. Students will experience a variety of literacy-building activities that seek to improve their ability to identify main points and support a conclusion with evidence.

**UNIFIED ARTS****TITLE: ART 6****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: TRIMESTER**

The Sixth Grade Fine Arts program includes a focus on Creativity, the Elements and Principles of Design, Color Theory and Painting and will explore Traditional Craft as it relates to Modern Craft. Students will create projects using a variety of art materials and techniques in their own original style. The goal is to have students experience creative thinking in a safe environment so that they are willing to take creative risks as they explore art and the bigger world around them.

**TITLE: MOBILE DEVICE****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: TRIMESTER**

This sixth grade course will acclimate students to digital learning and their iPad. The Mobile Device program focuses on Mobile Application, Digital Citizenship and Computational Thinking. The course is designed to foster learning using the 21st century skills of critical thinking, collaboration, communication, and creativity. Students will create projects using a variety of online applications and will be able to transfer their mobile application skills to other classes. The goal of the course is to foster a positive online image and use various mobile applications appropriately.

**TITLE: TECHNOLOGY EDUCATION 6****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION:****TRIMESTER**

Technology Education in 6th grade uses a hands-on approach to introduce problem-solving and critical thinking skills to the students with a clear emphasis on the importance of properly following directions. The students will apply those skills through real-world situations such as a study of basic concepts of proper measurement. Students will use proper measurement to assist them with working on designing, drawing and building of scaled model buildings. We spend time exploring environmental technologies such as hydroponics, which is the growing of plants without soil, and other current technologies dealing with graphics and design.

***WORLD LANGUAGES (French, German, Latin, and Spanish)*****TITLE: EXPLORING WORLD LANGUAGES 6****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PASS/FAIL****DURATION: NINE WEEK PER LANGUAGE**

This introductory course is designed to enable students to speak and understand some everyday conversations in French, German, Latin, and Spanish. Cultural awareness is an integral part of the course. Emphasis will be placed on basic vocabulary, understanding how languages work, and techniques used in learning a world language. Each language is taught for one nine-week period, so students experience all four languages offered. This sampling enables students to make an informed decision when choosing which language to study in the future. This is a pass/fail course.

Seventh Grade Academic Program

Required Courses

- LITERACY
- MATHEMATICS
- MUSIC
  - SELECT ONE OPTION
    - GENERAL MUSIC
    - BAND
    - CHORUS
    - ORCHESTRA
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- UNIFIED ARTS (NINE WEEKS ROTATION)
  - ART 7
  - COMPUTER SCIENCE
  - HEALTH
  - TECHNOLOGY EDUCATION 7

- WORLD LANGUAGE
  - TARGET WORLD LANGUAGE
    - SELECT AN OPTION
      - FRENCH
      - GERMAN
      - LATIN
      - SPANISH

OR

- WORLD LANGUAGE LEVEL I
  - SELECT AN OPTION
    - FRENCH I
    - GERMAN I
    - LATIN I
    - SPANISH I

## Seventh Grade Course Descriptions

### LITERACY

**TITLE: LITERACY 7**

**OCCURS: 2 PERIODS DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

This course is designed to help students develop abilities to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. It provides instruction in the close reading of complex texts including fiction, nonfiction, and informational texts and enhances collaboration with interactive writing lessons. Students also review, refine, and further develop their study of composition and grammar. Opportunities for enrichment and remediation are integrated into the course based on the demonstrated need of the student.

**TITLE: ADVANCED LITERACY 7**

**OCCURS: 1 PERIOD DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

This is an intensive course designed for students who demonstrate advanced ability in reading and writing. It offers a structured and highly articulated environment where students have the opportunity to utilize critical analysis skills, compare complex texts, reason critically, support claims with evidence, and communicate thoughtfully through writing and discussion using complex texts of varying lengths. It provides instruction and practice in writing informative responses, argumentative responses, narrative responses, and text-dependent analysis essays. Advanced Literacy 7 reviews, refines and further develops students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts.

**TITLE: LITERACY SEMINAR 7**

**OCCURS: 2 PERIODS PER 6 DAY CYCLE**

**DURATION: SCHOOL YEAR**

This course serves as an extension of the Literacy 7 Advanced class. It is intended to further develop students' literacy skills through engagement with challenging texts, classroom discussion, and oral/written responses. The activities in this seminar are aligned with the district and state ELA standards. Students will participate in differentiated learning experiences designed to: develop skills in analyzing literature and informational texts, develop critical thinking skills, expand vocabulary, and improve writing and speaking skills.

**TITLE: COMPREHENSIVE LITERACY 7**

**OCCURS: 2 PERIODS**

**DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

Comprehensive Literacy (Comp Lit) is a replacement course for students who are struggling with the components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Placement criteria is used to determine placement and is used to establish the level at which students begin. This course is offered as two periods per day.

**TITLE: READING SUPPORT 7**

**OCCURS: 2 PERIODS PER 6 DAY**

**CYCLE**

**DURATION: SCHOOL**

**YEAR**

Reading Support 7 is scheduled for two of the six days in the rotation with additional days available if necessary. This course is scheduled in addition to Literacy 7. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.

**MATHEMATICS****TITLE: MATH 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The seventh grade regular mathematics program focuses on four critical areas. Throughout this course students will further develop their understanding of proportional reasoning by studying rates and ratios, and using tables, graphs, and equations to solve real-world problems. Students will also learn to quickly and accurately solve multi-step problems, while working with expressions and linear equations involving positive and negative rational numbers. During the course students will expand their knowledge of area, surface area, and volume while solving problems with two- and three-dimensional figures. Additional work with problems involving scale drawings and informal geometric constructions will broaden understanding of geometric concepts. Finally, students will draw inferences about populations based on samples. Opportunities for enrichment and remediation are integrated into the course based on demonstrated need.

**TITLE: RESOURCE MATH****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course is intended for students who are at least two grade levels below expectations and require more intensive intervention than is practical in the Math 7 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make mathematical connections to the real world application of numbers.

**TITLE: PRE-ALGEBRA 7****OCCURS: 1 PERIOD****DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Pre-Algebra for sixth and seventh grade students consists of an in-depth study of traditional middle grade mathematics with emphasis on mathematical structure and application. The students are introduced to the real number system as they study whole numbers, integers, rational numbers, and irrational numbers. In all areas, the equation and its solution are incorporated. Other key areas of study include geometry; ratio, proportion, and percent; probability and statistics; standard statistical graphs; plotting of solution sets of equations; and problem-solving strategies.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to the lessons.

**TITLE: ACCELERATED ALGEBRA I****OCCURS: 1****PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Accelerated Algebra I for seventh grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to

the lessons.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: ACCELERATED GEOMETRY****GRADE: PERCENTAGE****OCCURS: 1 PERIOD DAILY****DURATION: SCHOOL YEAR**

This course is a foundational course focused on shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning and proof, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, volume, and geometric probability. Students will apply this learning to solve real-world mathematical problems.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 83% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 83% average or higher will be scheduled into core Algebra II instead of Accelerated Algebra II.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: ACCELERATED ALGEBRA II****GRADE: PERCENTAGE****OCCURS: 1 PERIOD DAILY****DURATION: SCHOOL YEAR**

This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic, exponential, and logarithmic functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 83% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 83% average or higher will be scheduled into core PreCalculus instead of Accelerated PreCalculus.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: MATH 7 EXTENSION****OCCURS: 2 PERIODS PER 6 DAY CYCLE****DURATION: SCHOOL YEAR**

Math Extension is an intervention course that meets two days out of the six day rotation in place of Music, Physical Education, or World Language. Students are enrolled in this class as needed based on multiple criteria. Math Extension is in addition to the regular Math 7 course with an academic focus on supporting the student in attaining mastery of the Math 7 content as well as revisiting necessary skills not mastered in previous courses.

**MUSIC ELECTIVES****TITLE: GENERAL MUSIC 7****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The general music course in grade seven builds off of the fundamentals learned in the sixth grade general music class. Major topics covered are an in-depth, project-based look into music history time periods and composers through the present, as well as understanding and learning the fundamentals of song-building while using GarageBand® music software. Students will explore more advanced features of GarageBand® while composing their own song material. Students will also learn the science of pop music while using cross-curricular applications such as math, reading, technology, and science.

**TITLE: BAND 7****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Seventh grade band is a year-long, fully graded course for students who already play a band instrument and were previously a member of the sixth grade band. Band meets once every three days throughout the year. At this level, students are expected to have greater facility on their instrument, increasing skill reading pitch and rhythmic notation, and a basic understanding of musical terminology. Students will study music theory as well as instrumental techniques related to their instruments and will use method books appropriate to their skill levels. They will be tested on material from those books as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. Students planning to enter the seventh grade band program are required to obtain their current band director's approval before scheduling band.

**TITLE: CHORUS 7****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The goal of the choral music program at Dorseyville Middle School is to provide students with the opportunity to perform quality vocal repertoire while also building musical skills in vocal technique, rhythm, tonal memory, reading and writing melodic patterns, and sight singing. The standards for participation and grading are very high as students must complete assignments, demonstrate and apply knowledge of musical theory and vocal technique, memorize their performance repertoire, perform in the annual concerts, and actively participate in class. A positive and cooperative attitude is essential for success in the ensemble setting.

**TITLE: ORCHESTRA 7****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Orchestra is offered to students who have participated in orchestra in the sixth grade on violin, viola, cello, or bass (note that there will not be piano players in this class). Students that did not participate in sixth grade will be required to audition for the teacher before being admitted into the class. Orchestra students will perform several concerts each year. Students in this ensemble are eligible to audition for one of the chamber orchestras offered during the school year.

**PHYSICAL EDUCATION****TITLE: PHYSICAL EDUCATION 7  
CYCLE****OCCURS: 2 PERIODS PER 6 DAY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Students use heart rate monitors to gauge activity and fitness level and often discuss and analyze the influence of fitness and movement on heart rates. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.

**SCIENCE****TITLE: SCIENCE 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Seventh grade science will cover 5 core topics in the area of Earth and Space Science: Earth's structure and changing surface, geologic change, weather and climate, Earth's water and Earth's place in the universe. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the eighth grade curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.

**SOCIAL STUDIES****TITLE: SOCIAL STUDIES 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL****YEAR**

World Civilizations II is designed to provide students with a global overview of great cultural transformations in human history that marked the transition from ancient civilizations to the modern era. World Civilization II one of the three world history courses taught at Fox Chapel School District. World Civilizations I is studied in the 6th grade and World Civilization III is studied in the 10th grade.

Units taught chronologically in World Civilization II include: the ancient Roman Empire, the Byzantine Empire, the Islamic Empire, the Middle Ages, and the Renaissance. The social, political, and economic movements that ushered in the beginning of modern times are addressed in the Renaissance unit through the specific studies of the Reformation, the Age of Discovery, and the Scientific Revolution. Content reading skills are integrated to help students develop critical thinking skills. Each student's transition from sixth to seventh grade social studies will be seamless as they continue to build upon the skills and knowledge acquired in World Civilizations I.

**UNIFIED ARTS****TITLE: ART 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: ONE NINE WEEKS**

In the seventh grade program, students work in a variety of media and art styles guided by the Pennsylvania Standards for the Arts and Humanities. Seventh grade art focuses on the elements and principles of design, printmaking, ceramics, and a thematic focus on realism.

**TITLE: COMPUTER SCIENCE****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: ONE NINE WEEKS**

This is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, and problem solving. Students will be introduced to tools and a programming language that is accessible for beginners while offering advanced students opportunities to create sophisticated projects. Students will build on their coding experience as they create programmatic images, animations, interactive art and games. Along the way they will practice

design, testing, and iteration, as they come to see the failure and debugging are an expected and valuable part of the programming process.

**TITLE: HEALTH 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: ONE NINE WEEKS**

The major emphasis is on building positive attitudes, which can lead to a healthier and happier life. The objective of the health course is to give the learner a balanced outlook on life from a physical, mental, emotional, and social viewpoint. Topics include personal health, fitness, stress and stress management techniques, conflict resolution and communication skills, abstinence, the muscular system, and the skeletal system.

**TITLE: TECHNOLOGY EDUCATION 7****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: ONE NINE WEEKS**

Technology Education 7 is an authentic, project-based learning experience in which the students apply the Engineering Design Process (EDP) model to develop hands-on skills that promote Design, Fabrication, Modeling, Concept Iteration, and Problem-Solving. The engineering design process is a series of steps (Design-Build-Test-Analyze) that guides engineering teams as they solve problems. The design process is iterative, meaning that engineers repeat the steps as many times as needed, making improvements along the way as they learn from failure. Two key themes of the engineering design process are teamwork and design. This course will encourage students to follow the steps of the design process to strengthen their understanding of open-ended design and emphasize creativity, innovation, and practicality. Our goal is to have students tackle challenges in a holistic way. Participation in this curriculum will encourage students to think across content areas, while honing their creativity to apply solutions to real-world problems. Students will work independently, as well as collaboratively.

***WORLD LANGUAGES (French, German, Latin, and Spanish)*****TITLE: TARGET FRENCH****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course introduces level 1 language study. Students will practice listening, speaking, reading and writing in French. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, verbs, grammar and culture. Students will continue with French I in 8th grade.

**TITLE: TARGET GERMAN****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course introduces level 1 language study. Students will practice listening, speaking, reading and writing in German. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, verbs, grammar and culture. Students will continue with German I in 8th grade.

**TITLE: TARGET LATIN****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course introduces level 1 language study. Students will practice reading and writing in Latin. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, verbs, grammar and culture. Students will continue with Latin I in 8th grade.

**TITLE: TARGET SPANISH****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course introduces level 1 language study. Students will practice listening, speaking, reading and writing in Spanish. Emphasis is placed on the early stages of language learning. Students will learn thematic vocabulary, verbs, grammar and culture. Students will continue with Spanish I in 8th grade

**TITLE: FRENCH I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This first level course stresses the systematic development of basic listening, speaking, reading, and writing skills. Major units covered include regular *er*, *ir*, and *re* verbs; definite and indefinite articles; adjectives; prepositions; and some irregular verbs. Students are introduced to French culture through the use of songs, movies, skits, and simple stories. An appreciation of the spread of French culture throughout the world is integrated through each lesson. Class recitation is very important and oral proficiency is stressed.

**TITLE: GERMAN I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

In German I, students will learn and use the basic skills for second language learning: listening, speaking, reading, and writing. The main focus of the course is building vocabulary and learning how to carry on conversations in German. Though the students are not expected to speak perfectly, proper pronunciation is taught and practiced during dialogues and student-to-student interaction. In addition to vocabulary and grammar, culture is woven into the German I class through readings in the textbook, songs, videos, and the use of authentic materials.

**TITLE: LATIN I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Latin I is designed to familiarize the student with the culture of the Romans, their language, and their history. The fundamental grammar study includes noun declensions, verb conjugations, and tenses. All units include translations dealing with the culture and legends of ancient Rome. This course also includes a demonstration of Latin influence on our present culture. Students who seek a better understanding of the English language and want to strengthen vocabulary skills can profit from the study of Latin.

**TITLE: SPANISH I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Spanish I is designed to teach the beginning skills of Spanish. Emphasis is on listening and speaking, then reading and writing. Correct pronunciation and spelling are also emphasized. Major topics include the mastery of the present tense forms of *ar*, *er*, and *ir* verbs and noun/adjective agreement. Situational contexts are used to teach the correct usage of grammar. Students acquire a large working vocabulary based on the units covered. Culture also plays an integral part in the course. Grades are determined by class participation, oral and written tests, quizzes, projects, and daily homework assignments.

**Eighth Grade Academic Program**

**Required Courses**

- LANGUAGE ARTS
- MATHEMATICS
- MUSIC
  - SELECT ONE OPTION
    - BAND
    - CHORUS
    - ORCHESTRA
- OR TEAM STUDY
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- UNIFIED ARTS (TRIMESTER ROTATION)
  - ART 7
  - FAMILY AND CONSUMER SCIENCES
  - TECHNOLOGY EDUCATION
- WORLD LANGUAGE
  - WORLD LANGUAGE LEVEL I
    - FRENCH I
    - GERMAN I
    - LATIN I
    - SPANISH I
  - WORLD LANGUAGE LEVEL II
    - FRENCH II
    - GERMAN II
    - LATIN II
    - SPANISH II

## Eighth Grade Course Descriptions

### LANGUAGE ARTS

**TITLE: LANGUAGE ARTS 8**

**OCCURS: 1 PERIOD DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

Students will explore the richness of language through integrated reading, writing, speaking, and listening experiences. Emphasis will be on the interrelatedness of these language behaviors and skills. The reflective nature of literature will be explored through short stories, novels, plays, and poetry.

Writers will process a number of their compositions through pre-drafting, drafting, revising, editing, sharing, and publishing. Writing experiences will include frequent short pieces, journal writing, longer multi-paragraph essays, research-based papers, in-class essay tests, and numerous free-choice writing opportunities. Students can expect to write often, both in and out of class.

Elements of language structure and language mechanics are primarily explored as part of the writing process, and particularly emphasized during editing. Time is also spent on the formal analysis of the basic structure of English sentences. Vocabulary study is integrated with the literature, but from time to time, students may be expected to study word lists unrelated to the literature. Both adaptation and acceleration are provided for students with special needs.

**TITLE: ADVANCED LANGUAGE ARTS 8**

**OCCURS: 1 PERIOD**

**DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

This one period course is designed for students who demonstrate above grade-level ability in reading and writing. It provides a structured atmosphere where students have the opportunity to utilize critical analysis skills, compare texts of varying lengths and complexity, reason critically, support claims with evidence, and communicate effectively through writing. The course provides thoughtful and deliberate development of informative, argumentative, narrative, and text-dependent analysis essays. Advanced Literacy 8 refines and enhances students' knowledge of grade level appropriate grammar and gives them opportunities to learn through digital and interactive writing. It provides instruction in the close reading of complex texts through a variety of literary lenses.

**TITLE: COMPREHENSIVE LITERACY 8**

**OCCURS: 2 PERIODS**

**DAILY**

**GRADE: PERCENTAGE**

**DURATION: SCHOOL YEAR**

Comprehensive Literacy 8 is a replacement course for students who are struggling with the components of literacy. Key dimensions of literacy are addressed and assessed within the course to accelerate students' literacy learning. Placement criteria is used to determine placement and is used to establish the level at which students begin. This course is offered as two periods per day.

**TITLE: READING SUPPORT 8**

**OCCURS: 1 PERIOD DAILY**

**DURATION: SCHOOL YEAR**

Reading Support 8 is scheduled for a period every day. This course is scheduled in addition to Language Arts 8. Students who qualify will strengthen skills in reading and writing. The course will focus on the development of skills in reading, writing, speaking, and listening. This course incorporates reading comprehension skills, vocabulary development, the writing process, and grammar skills. Throughout the year, students will read and investigate a variety of text structures in order to strengthen background knowledge and develop skills in the area of literacy.

**MATHEMATICS****TITLE: MATH 8****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The eighth-grade regular mathematics program uses materials learned from previous years to build, as well as, strengthen their foundation in Algebraic concepts. Through scientific notation and monomial expressions, students will gain an understanding of expressions and equations with radical and integer exponents. Using graphs, tables and equations, they will expand their knowledge of the connections between proportional relationships, lines and linear and nonlinear associations. Students will analyze and solve, linear equations and pairs of simultaneous linear equations. In addition, they will interpret functions, as well as, use functions to model relationships between quantities. From there, students will explore geometric transformation and apply the Pythagorean Theorem to real world situations. Finally, through scatter plots and two-way tables, they will investigate patterns of bivariate data. Opportunities for enrichment and remediation are integrated into the course based on the demonstrated need of the student.

**TITLE: RESOURCE MATH 8****OCCURS: 1 PERIOD****DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course is intended for students who are below grade level expectations and require more intensive intervention than is practical in the Math 8 classroom. Students are selected for this course based on multiple data points. It is designed for students who need to build numerical understanding and reasoning skills. The course focuses on key foundational concepts that enable students to make connections while learning to think algebraically. The curriculum then transitions students to pre-algebra with an emphasis on building proportional reasoning with rates, ratios and linear relationships, and functions. Visual models bring coherence to instruction, making abstract concepts more concrete.

**TITLE: ALGEBRA CORE 8****OCCURS: 1 PERIOD****DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Algebra I for eighth grade students is an intense and rigorous program. Major topics include solving equations and inequalities, ratio and proportion, probability and statistics, systems of equations and inequalities, properties of exponents, polynomials and factoring, linear and quadratic equations and functions, exponential growth and decay, Pythagorean Theorem, inverse variation, simplifying radical expressions, and solving word problems that correlate with the various topics.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to the lessons.

The expectation is for students to maintain no less than a 73% average in this course. If this level of performance is not maintained, the student will be rescheduled into Math 8 or will be scheduled to repeat Algebra I in ninth grade. In addition, students will take the Keystone Exam for Algebra during this year. The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA)

**TITLE: ACCELERATED ALGEBRA I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Accelerated Algebra I for eighth grade students is an intense and rigorous program. Major topics include solving linear equations and inequalities, exponential growth and decay, systems of linear equations and inequalities, properties of exponents, polynomials and

factoring, solving linear, radical and quadratic equations, exponential functions, the Pythagorean Theorem, inverse variation, simplifying radical expressions and solving word problems that correlate with the various topics.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace and spend more time on exploration. The completion of this course at an acceptable level of proficiency requires the student to be actively involved in all lessons and to complete all assignments related to the lessons.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: ACCELERATED GEOMETRY****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course is a foundational course focused on shapes, planes and space. Emphasis is placed on understanding, applying, justifying, and developing geometric properties in two and three dimensions. Students will engage in an in-depth study of geometric reasoning and proof, coordinate geometry, parallel and perpendicular lines, triangle congruence, properties of polygons and circles, similarity, right triangle trigonometry, area, volume, and geometric probability. Students will apply this learning to solve real-world mathematical problems.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 83% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 83% average or higher will be scheduled into core Algebra II instead of Accelerated Algebra II.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: ACCELERATED ALGEBRA II****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course is organized around the study of families of functions. Emphasis is placed on linear, quadratic, exponential, and logarithmic functions, as well as translating these functions between graphs, tables, symbolic representations and real-life context. Students will solve equations; describe, analyze and evaluate data in various contexts; and use counting principles to calculate probabilities. Students will apply these concepts using a variety of technologies and apply this learning to solve real-world mathematical problems.

Because this course requires mathematical understanding that is deeper and more complex than the core curriculum, students are expected to respond at an advanced level, work at a faster pace, and spend more time on exploration and enrichment topics. The completion of this course at an acceptable level of proficiency, 83% or higher, requires the student to be actively involved in all lessons and to complete all assignments related to the lessons. Students not completing the course with an 83% average or higher will be scheduled into core PreCalculus instead of Accelerated PreCalculus.

The final grade earned by the student for the course will be listed on the student's high school transcript but will not count toward the student's high school Quality Point Average (QPA).

**TITLE: MATH 8 EXTENSION****OCCURS: 2 PERIODS PER 6 DAY CYCLE****GRADE: PASS/FAIL****DURATION: SCHOOL YEAR**

Math Extension is an intervention course that meets two days out of the six day rotation in place of Music, Physical Education, or

World Language. Students are enrolled in this class as needed based on multiple criteria. Math Extension is in addition to the regular Math 8 course with an academic focus on supporting the student in attaining mastery of the Math 8 content as well as revisiting necessary skills not mastered in previous courses.

### **MUSIC ELECTIVES**

**TITLE: BAND 8****OCCURS: 3 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Eighth grade band is a year-long, fully graded course for students who already play a band instrument and were previously a member of the seventh grade band. Band meets every other day throughout the year. The standards for grading are very high as students must complete assignments, demonstrate and apply knowledge of music theory and instrumental techniques, perform in the annual concerts, and actively be involved in class. They will be tested on material from books as well as other pieces for performances. A positive and cooperative attitude is essential for success in the ensemble setting. There are no beginning level band classes offered in the eighth grade.

**TITLE: CHORUS 8****OCCURS: 3 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The goal of the choral music program at Dorseyville Middle School is to provide students with the opportunity to perform quality vocal repertoire while also building musical skills in vocal technique, rhythm, tonal memory, reading and writing melodic patterns, and sight singing. The standards for participation and grading are very high as students must complete assignments, demonstrate and apply knowledge of musical theory and vocal technique, memorize their performance repertoire, perform in the annual concerts, and actively participate in class. A positive and cooperative attitude is essential for success in the ensemble setting.

**TITLE: ORCHESTRA 8****OCCURS: 3 PERIODS PER 6 DAY CYCLE****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Orchestra is offered to students who have participated in orchestra in the sixth and seventh grades on violin, viola, cello, or bass (note that there will not be piano players in this class). Students that did not participate in sixth or seventh grade will be required to audition for the teacher before being admitted into the class. Orchestra students will perform several concerts each year. Students in this ensemble are eligible to audition for one of the chamber orchestras offered during the school year.

### **PHYSICAL EDUCATION**

**TITLE: PHYSICAL EDUCATION/HEALTH 8  
CYCLE****OCCURS: 3 PERIODS PER 6 DAY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

The physical education program incorporates lifetime fitness activities with an overall goal of increasing student fitness levels. All activities are developmentally appropriate to the level of each learner and will incorporate the fitness components such as cardiovascular endurance, muscular endurance, muscular strength, and flexibility. Students use heart rate monitors to gauge activity and fitness level and often discuss and analyze the influence of fitness and movement on heart rates. Emphasis is placed on fitness awareness, motor skill development, safety techniques, group cooperation, sportsmanship, responsibility, and respect.

The eighth grade health course is designed to develop concepts and skills that foster health, well-being, and a positive lifestyle, and it teaches students to assume responsibility for their own health. Students are actively engaged in lessons that teach injury prevention for themselves as well as caring for others who become injured. Course topics include first aid and CPR, the Drug Abuse Resistance Education (D.A.R.E.) program, and various body systems including the immune system, circulatory system, and the reproductive systems. The course also includes the state-mandated instruction on AIDS and Sexually Transmitted Diseases (STDs).

**SCIENCE****TITLE: SCIENCE 8****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Eighth grade science will cover 4 core topics in the area of Physical Science: Motion and Forces, Energy and Matter, Properties of Matter and Interactions of Matter. Laboratories, guided inquiry, lecture, digital media presentations, discussion, debate and cross curricular connections will guide student learning in the classroom while links to real-world applications and multiple disciplines of science are integrated throughout to develop an understanding of the essential learnings. Collaboration, communication, critical thinking and problem solving skills will be utilized and stressed to develop a successful 21st century learner that is adequately prepared for the rigors of the high school curriculum. Laboratory work stresses safety techniques and involves practical student applications of the concepts being taught. Content reading and writing skills are integrated to help students become more successful learners.

**SOCIAL STUDIES****TITLE: SOCIAL STUDIES 8****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL****YEAR**

This eighth grade social studies course (U.S. History I) is an overview of American history from 1763 to 1877. U.S. History I is the first of three secondary courses that will examine and evaluate the crucial periods of our nation's history from its inception to the present day. Units taught chronologically at this level include: the American Revolution, the Early National Period, Change and Expansion, and the Civil War/Reconstruction.

Throughout the course, analysis of graphs, charts, maps, and primary sources is stressed to assist students in critical thinking. A multidisciplinary approach is taken to increase students' awareness of the many factors that shaped American history. Active learning strategies are employed to bring the subject to life. Teachers strive to compare and contrast the course of U.S. History with current events.

Each unit of study strives to provide students with a working knowledge of North American geography and the ability to recognize how geographical factors helped shape the political, economic, and social development of the United States. U.S. History I prepares students for their high school history courses. The foundation provided is useful in comprehending the development of our political values, economic system, and present role in world affairs.

**TITLE: TEAM STUDY (SUPERVISED)****OCCURS: 3 PERIODS PER 6 DAY****CYCLE****DURATION: SCHOOL YEAR**

Students may elect to participate in a supervised study hall in lieu of a musical elective.

**UNIFIED ARTS****TITLE: ART 8****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: TRIMESTER**

In the eighth grade art program, students work in a variety of media and art styles guided by the Pennsylvania Standards for the Arts and Humanities. Eighth grade art focuses on the elements and principles of design, metal arts, graphic/commercial design, and sculpture. Artists and art movements from contemporary culture inspire many of the topics addressed.

**TITLE: FAMILY AND CONSUMER SCIENCES****OCCURS: 1 PERIOD****DAILY**

**GRADE: PERCENTAGE****DURATION: TRIMESTER**

This program continues the students' journey toward becoming independent and productive citizens. It is designed to create a foundation in living skills by providing learning experiences in life and careers, financial literacy and resources, nutrition and wellness, human development, and relationships. The core concepts necessary for all students are organized and addressed around the following four areas of adolescent development: developing self-concept, relating to others, becoming independent, and managing resources.

The program is based on curriculum and instruction standards that incorporate student-centered activities that emphasize hands-on involvement, focus on practical problem-solving skills in developmentally appropriate real-life applications, and create an environment to include project-based learning designed to meet the developmental needs of students by utilizing various technologies. Family and Consumer Sciences 8 prepares students to acquire personal skills that carry into family, work, and community settings; aid students in planning for transition into the workplace; investigate and assume appropriate individual and family roles; and acquire skills and attitudes that lead them to contribute to the good of the community and society. Family and consumer sciences provides the bridge needed by ALL students to deal with major societal issues of work and family.

**TITLE: TECHNOLOGY EDUCATION 8****OCCURS: 1 PERIOD****DAILY****GRADE: PERCENTAGE****DURATION: TRIMESTER**

Eighth grade technology education students develop an understanding of principles such as: aerodynamics, friction, and mass. Students are introduced to the Engineering Design process, which develops problem solving skills. Students analyze a problem, research solutions, develop solutions, build the best solution, test the solution and improve the solution while working toward the completion of assignments. Students also learn how to document each step of the design process, with an emphasis placed on sketching and formal drawings. Projects are open-ended and can have more than one outcome.

**WORLD LANGUAGES (French, German, Latin, and Spanish)****TITLE: FRENCH I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This first level course stresses the systematic development of basic listening, speaking, reading, and writing skills. Major units covered include regular *er*, *ir*, and *re* verbs; definite and indefinite articles; adjectives; prepositions; and some irregular verbs. Students are introduced to French cultures through the use of songs, movies, skits, and simple stories. An appreciation of the spread of French culture throughout the world is integrated through each lesson. Class recitation is very important and oral proficiency is stressed.

**TITLE: FRENCH II****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

French II is an intermediate language course designed to expand the students' knowledge of French I. The course reinforces the elements of the language: the noun, verb, adjective, articles, and gender. The course fully integrates the French culture into every chapter and each chapter is thematic in its approach. The vocabulary, grammatical structures, and cultural readings are incorporated in the theme and reinforce it as well. There is a constant recycling of previously learned material. The prerequisite for this course is French I.

**TITLE: GERMAN I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

In German I, students continue to learn and use the basic skills for second language learning: listening, speaking, reading, and writing. The main focus of the course is building vocabulary and learning how to carry on conversations in German. Though the students are not expected to speak perfectly, proper pronunciation is taught and practiced during dialogues and student-to-student interaction. In

addition to vocabulary and grammar, culture is woven into the German I class through readings in the textbook, songs, videos, and the use of authentic materials.

**TITLE: GERMAN II****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

This course continues the development of the skills of listening comprehension, speaking, reading, and writing in German. The students will be encouraged to use the target language as much as possible to communicate in class. Though there is a strong emphasis on written and spoken communication, activities which strengthen vocabulary and grammar are also incorporated, as is the culture of German-speaking countries. The prerequisite for this course is 5 periods a week of German I.

**TITLE: LATIN I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Latin I is designed to familiarize the student with the culture of the Romans, their language, and their history. The fundamental grammar study includes noun declensions, verb conjugations, and tenses. All units include translations dealing with the culture and legends of ancient Rome. This course also includes a demonstration of Latin influence on our present culture. Students who seek a better understanding of the English language and want to strengthen vocabulary skills can profit from the study of Latin.

**TITLE: LATIN II****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Latin II continues the study of Latin vocabulary, grammar, and culture. The study of vocabulary focuses on the occurrence of Latin roots, prefixes, and suffixes in English. Students are required to translate and compose sentences and paragraphs of increasingly complex grammar aiming toward the ultimate goal of reading authentic Latin literature. The prerequisite for this course is 5 periods per week of Latin I.

**TITLE: SPANISH I****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Spanish I is designed to teach the beginning skills of Spanish. Emphasis is on listening and speaking, then reading and writing. Correct pronunciation and spelling are also emphasized. Major topics include the mastery of the present tense forms of *ar*, *er*, and *ir* verbs and noun/adjective agreement. Situational contexts are used to teach the correct usage of grammar. Students acquire a large working vocabulary based on the units covered. Culture also plays an integral part in the course. Grades are determined by class participation, oral and written tests, quizzes, projects, and daily homework assignments.

**TITLE: SPANISH II****OCCURS: 1 PERIOD DAILY****GRADE: PERCENTAGE****DURATION: SCHOOL YEAR**

Spanish II is designed to continue the development of the fundamental skills of listening comprehension, speaking, reading, and writing. In this course, students are required to actively use the language (as well as their prior knowledge) to communicate as much as possible in the target language. With emphasis on spoken and written communication, students often work in pairs and groups with activities that foster and encourage oral proficiency. Situational contexts, as well as a variety of other techniques, are used to teach correct usage of grammar in addition to reinforcing vocabulary and culture. The prerequisite for this course is 5 periods per week of Spanish I.

**Additional Educational Programs****EDUCATION OF EXCEPTIONAL CHILDREN**

The Fox Chapel Area School District is committed to an educational program that provides all students with the opportunities to develop according to their potential. Inherent in this commitment is the realization that students who qualify for special education services have unique abilities, talents, interests, and needs.

Students are identified for these services by an Individualized Education Program (IEP) team (which includes the parents) after the team reviews the results of a multidisciplinary evaluation. Educational placement and specially designed instruction are determined by the student's IEP

**GIFTED EDUCATION SERVICES**

The gifted education program is designed to challenge students through differentiated instruction within the regular classroom setting and to provide additional activities outside of the classroom that enrich the curriculum. Placement in the program is the result of a comprehensive screening and testing process. Students participate in gifted education activities based on their abilities and their daily classroom performance by demonstrating a need for specially designed instruction.

**RESPONSE TO INTERVENTION (RtI)**

Response to Intervention is a multitiered approach to respond to the needs of students who require assistance with instruction and assessment, behavior, emotional concerns, and attendance. Support can be provided in one or any combination of these areas. Initial interventions are provided by the student's core teachers and counselors and are monitored to determine their effectiveness. If additional supports are needed, a team is created for the students and an Intervention Contract is written. Parents are essential members of the team, which determines appropriate accommodations for individual students. To help facilitate the RtI process, Dorseyville has an established resource center that is staffed by an intervention specialist, one core content teacher each period to help assist students in a specific area of need, and a behavior specialist. In addition, two after-school programs – Back on Track (BOT) and 9th Period – provide opportunities for students to receive help with homework or complete assignments. Students may be referred to BOT by staff and 9th Period may be required as part of an Intervention Contract. The Dorseyville Middle School Summer Intervention Program is a required program for students who fail a year-long core class. Attendance and successful completion of the program is required for students in order to be promoted to the next grade level.

**SPECIAL EDUCATION SERVICES**

The educational support program is designed to accommodate students in grades six, seven, and eight who are experiencing academic, social, or behavioral difficulties. Resources are available for students who have been tested by the school psychologists and are in need of specially designed instruction. Tutorial services are provided to students who are integrated. Emphasis is placed on remediation of academic, social, and behavioral deficits, as well as providing ample opportunities for ensuring success so students may be integrated into the maximum number of classes. Educational support teachers work in conjunction with the team teachers.

**EMOTIONAL SUPPORT**

Provides a structured, behaviorally enhanced approach to students whose primary need is for social skills development or who demonstrate a pattern of maladaptive behaviors that may include poor attendance, aggression toward others, withdrawal, poor peer/adult relationships and court involvement. The primary goal of the program is to teach students the behaviors necessary to return to their home school program and to function within acceptable behavioral norms of the community.

**LIFE SKILLS**

The life skills support program provides students with a program of study designed to meet special physical, social, and cognitive needs. Students are involved in a variety of experiences planned to broaden and strengthen their abilities to function in school and in their larger community. This is accomplished by structuring a plan which combines an academic program with one that takes students into the community in which they live, to practice and use those skills necessary to become an independent adult.

**SPEECH AND LANGUAGE THERAPY**

Speech and language therapy classes are available to students who have articulation, fluency, language, or voice difficulties. Pull-out and/or inclusive services are provided by a speech and language therapist.

Study Support – Study support serves students who are in mainstream classes and need to have additional support in such areas as test taking, completing homework assignments, completing projects, developing organizational skills, or developing study skills. Referral to this service is made through the educational support teacher.

**ENGLISH AS A SECOND LANGUAGE (ESL)**

This program is designed as a supplement for the non-native speaker of English. In most cases, students attend this class one period per day, five days a week. The purpose of the program is to assist the student in developing the skills of listening, speaking, reading, and writing English.

