



**BROWNSVILLE AREA MIDDLE SCHOOL**

*Program of Studies*

*2011-2012*

**Brownsville Area Middle School**

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# BROWNSVILLE AREA MIDDLE SCHOOL

## *Program of Studies*

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**BROWNSVILLE AREA MIDDLE SCHOOL**

**6<sup>TH</sup> GRADE**

**COURSE DESCRIPTIONS**

### **MATH / Enhanced Algebra 6**

The beginning of the school year starts off with Number Theory: divisibility, factors, prime factorization, greatest common factor, decimals and fractions, equivalent fractions, comparing and ordering fractions, mixed numbers and improper fractions. Next the students focus on fraction operations: adding, subtracting, multiplying, and dividing fractions. Working with fractions takes up most of the school year. The last portion of the school year focuses on ratio, proportion, and percent. Prior to the PSSA, we focus on practice problems. The students are introduced and reintroduced to concepts such as, geometry, solving basic equations, perimeter, area, volume, probability, and coordinate geometry. The students are also introduced to algebraic concepts during the second half of their math period.

### **INTERGRATED MATH 6**

This course is an accelerated course for 6<sup>th</sup> grade students. Students in this course will cover Math 6 content at a much faster pace. This course will focus on the necessary skills and abstract thinking capabilities students need in Pre-Algebra. Students will acquire and demonstrate knowledge of the concepts, definitions and properties constituting the BASD Mathematics core curriculum as well as develop the computational skills and strategies required to meet the Pennsylvania Department of Education Mathematics Standards. Topics covered by this course include rational number operations, as well as equations involving addition, subtraction, multiplication and division. Students will expand their knowledge of numbers by working with fractions, decimals, and percentages. In addition, students will develop their skills in working with exponents, patterns, measurement, geometry and probability.

### **ENGLISH 6**

Identify and apply the meaning of vocabulary through the Spelling lessons. Apply the necessary skills to make concise sentences with the Spelling words and their meanings. Identify parts of speech by using sentences and paragraph form. Create an art project identifying a particular part of speech. Identify adverb and adjective phrases and the words they modify. Define and apply subject and verb agreement. Explore and write using the different writing techniques. Learn about and then write a book review. Identify types of poetry and create our own. Read a novel and write and present a book report.

### **LITERATURE 6**

Identify and apply the meaning of vocabulary. Identify and apply word recognition skills. Make inferences, draw conclusions, and make generalizations based on text. Identify and explain main ideas and relevant details. Summarize key details and events of fictional and non-fictional text. Identify and describe genre of text. (Fairy Tales, Suspense, Mystery, Humorous, Biography, Science Fiction, Poetry, Plays, etc.) Identify, interpret, compare, describe, and analyze components, of fiction and literary nonfiction. Identify, interpret, and/or describe examples of personification, similes, metaphors, and alliteration. Identify narrator as first or third person point-of-view. Identify fact and

opinion. Identify essential and nonessential information. Identify and interpret sequence, compare/contrast, cause/effect, problem(conflict),solution(resolution).Identify and use organizational graphic aids. Identify and analyze characters, motive, plot, setting, climax, conflict, resolution. Identify related and pertinent information and use it to write constructed responses to stated questions. Identify related and pertinent information and use it to orally respond to questions about the text. Read a novel and write and present a book report.

## **SCIENCE 6**

Throughout the course of the year, the students will learn about: Matter and Energy, Forces and Motion, Heredity, the Earth, a mini Unit on the Planets, and a mini-unit on Ecology. The students participate in weekly hands on experiments using the Scientific Method. They use their writing skills to explain the experiments and their results of the experiments. Journal writing is also used to help improve their writing skills. Yearly research reports are conducted and the students give a few oral presentations.

## **WORLD GEOGRAPHY 6**

We will start off concentrating on vocabulary, then focus on learning mapping terms and geographical definitions. After learning the basic vocabulary, we will begin learning about different countries' size, climate, population, etc. We will begin by covering the United States, then study the aspects of Canada, Mexico, South America. We will then rediscover Europe, Asia, Africa, and Australia before completing the year focusing on the poles.



**BROWNSVILLE AREA MIDDLE SCHOOL**

**7<sup>TH</sup> GRADE**

**COURSE DESCRIPTIONS**

## **PRE-ALGEBRA 7**

Students in this course will have completed an accelerated math class in 6<sup>th</sup> grade. This course will cover assessment anchors and eligible content from the following topics: Numbers and Operations, Geometry, Measurement, Algebraic Concepts, Data Analysis and Probability. Enrichment activities will be provided to help students develop their abilities to think critically. The students will, at times, work cooperatively and communicate ideas to explore and solve mathematics problems.

## **MATH / Enhanced Algebra 7**

Students will learn the following 7th grade standards from a variety of sources, including hands on activities, interactive lessons, and practical math applications.

I. Numbers and Operations - express numbers in equivalent forms, use of operations, and compute to make reasonable estimates.

II. Measurement - demonstrate an understanding of measurable attributes of objects or figures, and apply appropriate formulas to determine measurements.

III. Geometry - analyze characteristics and properties of two- and three- dimensional geometric shapes, and locate points or describe relationships using the coordinate plane.

IV. Algebraic Concepts - demonstrate an understanding of patterns, relations and functions, represent and/or analyze mathematical situations using numbers, symbols, words, tables and/or graphs.

V. Data Analysis & Probability - formulate answers to questions that can be addressed with data, graphs or experiments, understand and/or apply basic concepts of probability or outcomes, and develop or evaluate inferences and predictions to draw conclusions based on data or data displays.

-Students are also introduced to algebraic concepts during the second half of their math class.

## **ENGLISH 7**

Pennsylvania standards and anchors are followed with each lesson and skill addressed in the curriculum. English focus skills are addressed in two primary categories, which are grammar and writing. Grammar consists of basic English language skills, such as parts of speech, sentence structure, phrases, types of sentences (complex, compound, simple, and compound/complex), agreement, parentheses, brackets, and dashes and independent and dependent clauses. Paragraph organization, along with punctuation and correct spelling is assessed. Spelling lessons are given and they address prefixes, suffixes, root words, homophones, commonly misspelled words, and vocabulary. Use of references, such as a dictionary and thesaurus are applied to lessons. Writing skills addressed include different types, such as narration/description, exposition, and persuasion. The writing process is utilized as a main focus point with writing in all areas. As a culminating writing activity, students are required to produce a research paper.

### **ACADEMIC ENGLISH 7**

In Academic English students are taught all skill requirements in accordance to the PA standards/anchors at an accelerated pace. Students are required to complete assignments at an above grade level with greater detail incorporated into their writing. The primary focus of seventh grade English is grammar, usage, mechanics, spelling, writing and vocabulary development. To improve writing skills, focus areas are integrated into various styles of writing. Writings include narrative, autobiographical, practical, how-to, persuasive and print advertisement. During the last nine weeks, students do research and write a comprehensive research paper.

### **LITERATURE 7**

All Pennsylvania standards and anchors are followed with each lesson and skill taught with the curriculum. Main skills that are focused on with story analysis include: setting, plot, theme, tone, mood, style, symbolism, author's purpose (to inform, persuade, or entertain), summarize text, including major events, major points, processes, and key details of text, literary elements (character, setting, plot), text organization (headings, graphics, charts, sequence, compare/contrast, cause/effect), fact/opinion, antonyms/synonyms, context clues, main idea, supporting details, inferences, and bias. Story genres are also addressed along with point of view (first and third person). Students also address story comprehension and fluency through the use of AR (Accelerated Reader). Students are given a variety of measurement tools to assess understanding of each skill to address differentiated instruction.

### **ACADEMIC LITERATURE 7**

In Academic Literature, students are taught all skill requirements in accordance to the PA standards/anchors at an accelerated pace. The Elements of Literature textbook provides stories that are above grade level. These stories are used to challenge the students and advance their level of understanding. Focus skills for this class are literary elements, literary devices/structures including figurative language, types of fiction and nonfiction, context clues, identifying main idea and supporting details, making inferences, understanding foreshadowing and suspense, identifying author's purpose and point of view (first and third person narrator), making connections within and between texts, and organization of text. The Accelerated Reader program is assigned for a grade. Students must achieve 10 AR points during the first semester and 12 AR points during the second semester. Prior to taking an AR test, students must complete a book report. During the last 9 weeks, students are required two detailed book reports.

### **EASTERN CIVILIZATIONS 7**

This course covers ancient history from the time of early man through the fall of the Roman Empire. The course is highlighted by the study of early man and how he arrived where he had. The students will first be introduced to the civilizations at Mesopotamia and how their villages and towns developed. Study of the society and cultures of the ancient Egyptians, Greeks, Roman and Mayans are covered in grand detail. The course focuses on particular ancient events such as Egyptian burial customs, Greek mythology, Greek thought, the Battle of Thermopylae and its conjunction with the western world today, and the rise and fall of the Roman Empire and how it pertains to world powers today. The course also examines other ancient customs of the societies mentioned in lecture, discussion and assessment.

### **SCIENCE 7**

In this course the students will investigate the scientific concepts, rules and principles which are associated with planet Earth as well as other celestial bodies. The skills and processes of science will be emphasized throughout the course. There will also be emphasis placed on increasing overall critical thinking, communication, and literacy skills. We will often engage in laboratory experimentation, hands-on activities, and projects to improve science literacy, and to facilitate sharing and learning from one another. Technology, Math, English, Social Studies, Art, and other subjects will be integrated into the curriculum as appropriate.



**BROWNSVILLE AREA MIDDLE SCHOOL**

**8<sup>TH</sup> GRADE**

**COURSE DESCRIPTIONS**

## **ALGEBRA I**

Students will acquire and demonstrate knowledge of the concepts, definitions and properties constituting the BASD Mathematics core curriculum as well as develop the computational skills and strategies required to meet the Pennsylvania Department of Education Mathematics Standards. Students will develop critical thinking and decision making skills by connecting concepts to practical applications needed to become productive members of society. Topics covered by this first course in Algebra include rational numbers and their applications, equations and inequalities, linear relations, polynomials, rational expressions, functions and graphs, graphing linear equations, radical expressions, as well as statistics and probability. The role of the scientific calculator as a problem-solving tool is stressed and integrated into lessons and exercises throughout the course

## **MATH / Pre Algebra 8**

This math class integrates the standards assessed by the PSSA Mathematics Assessments. All eighth graders will be exposed and challenged to demonstrate their proficiency and application of the following eligible content. Math 8 will continue to address these standards: computation and estimation within the numbers system and numbers relationship, measurement and estimation, mathematical reasoning, problem solving, probability, algebra, and geometry. The students are also introduced to algebraic concepts during the second half of their math class.

## **ENGLISH 8**

This course will provide students with a comprehensive study of writing and grammar skills. Emphasis will be placed on the parts of speech and sentence structure. Composition instruction will include narrative, persuasive, expository, and informational multi-paragraph essays. Research papers will be completed and presented in each class. Students will also participate in the Study Island computer program to reinforce classroom instruction. They will also learn to summarize and paraphrase readings and interpret information from those readings.

## **ADVANCED ENGLISH 8**

This course will provide students with an accelerated study of writing and grammar skills. Emphasis will be placed on the parts of speech and sentence structure. Composition instruction will include narrative, persuasive, expository, and informational multi-paragraph essays. Research papers will be completed and presented in each class. Students will also participate in the Study Island computer program to reinforce classroom instruction.

## **LITERATURE 8**

This course will provide students with an in-depth study of literature. Units will include novels, short stories, drama, and poetry. Both fiction and non-fiction works will be explored. Being able to create a story map and create their own story is also part of the course. Emphasis will be placed on the students' ability to apply information learned

from new concepts and apply that information to assignments. Literary terms will be covered that appear on the PSSA and in literary works that are read. Students will practice PSSA course work as well from an assigned workbook. In addition to regular course requirements, students will choose books from the Accelerated reader list to earn an assigned amount of points each quarter.

### **ADVANCED LITERATURE 8**

This course will provide students with an accelerated study of literature. Units will include novels, short stories, drama, and poetry. Both fiction and non-fiction works will be explored. Literary terms will be covered that appear on the PSSA and in literary works that are read. Students will practice PSSA course work as well from an assigned workbook. In addition to regular course requirements, students will choose books from the Accelerated reader list to earn an assigned amount of points each quarter.

### **HISTORY 8**

This US history course covers the time frame from colonial times until the end of Civil War (1600s- 1865). We cover European exploration of the New World and the impact on Native American culture. During the Colonial Period, we cover European settlement, British rule, and the Revolutionary War. During the New Republic, we cover the Constitution and impact of the first presidents. Industrial growth and westward expansion are highlighted. Finally, the causes and results of the Civil War are covered. In all of these units the social and economical impacts of history are explored. We investigate historical documents such the Mayflower Compact, Declaration of Independence, the Articles of Confederation, the Constitution, the Emancipation Proclamation, and more. By the end of this course, students should have an understanding of the birth of our nation, the basic structure of our government, and the westward expansion that led to the Civil War.

### **SCIENCE 8**

The course is designed around physical science which is designed for the students to understand the world in which we live in. The year begins by the instructor teaching the nature of science in great detail, and uses it with labs throughout the year. In this unit students learn how to make observations and inferences, how to use the metric system, the scientific method, each type of variable, and using models. The students are then introduced to such topics as: motion and forces, energy, electricity, the properties of matter, elements, compounds and mixtures. Throughout each unit the students work on many hands on activities and complete journal assignments. The students will also be taught how to use a microscope, identifying the different types of cells and touching on genetics to prepare for the PSSA.



**BROWNSVILLE AREA MIDDLE SCHOOL**

**FINE AND PRACTICAL ARTS**

**COURSE DESCRIPTIONS**

**ART 6**

Sixth graders use direct observation, personal experience, memory, and traditional events as sources for artworks. Students will produce original pieces in two and three dimensions using different mediums such as: pencils, markers, pastels, water-based paint, printmaking materials, clay, and photographic materials. Students will discuss ways that art elements and principles are related in works of art. Students will be able to analyze their own work at all stages: in planning, progress, and completion.

**ART 7**

Seventh graders will use source materials for artworks from memory, imagination, self-perception, and observation. Students will use vocabulary to compare the use of elements and principles of design. Students will do more planning than in earlier grades, demonstrating more sophistication with two and three-dimensional materials. Seventh graders will write critically about their own art and pieces.

**ART 8**

Eighth graders derive source material for artworks from ideas about themselves, direct observation, memory, and imagination. Students will use concise vocabulary to compare the use of art elements and principles in personal works and use the effects of design elements and principles in his/her own artworks. The student will apply his/her skills in art criticism to analyze and judge works based on subject, visual design, use of materials and other components arts.

## **COMPUTER SCIENCE 6**

Microsoft Word and Computer Function

This course is designed to introduce and train 6<sup>th</sup> Grade students to the basic capabilities of Microsoft Word, safety features of the Internet and how computer hardware and software function. They will receive the basic skills to be able to effectively operate and manage a computer.

The Course topics and the order of schedule for Sixth Grade will be as follows.

### **A. Microsoft Word**

1. Lesson 1: Word Basics
2. Lesson 2: Basic Editing
- Lesson 3: Formatting Text
- Lesson 4: Working with Graphics

### **B. Internet**

1. Lesson 1: Internet Safety and Ethics
2. Lesson 2: Internet Research Techniques

### **C. Effective Operation and Management of a Computer.**

1. Lesson 1: Hardware, RAM, ROM, CPU, Desktop and Drives.
2. Lesson 2: Software both maintenance and operational types.

## **COMPUTER SCIENCE 7**

Grade Seven-Microsoft PowerPoint

This course is designed to introduce and train 7<sup>th</sup> Grade students to the basic capabilities of Microsoft PowerPoint. The Course topics and the order of schedule for Seventh Grade will be as follows.

### **Microsoft PowerPoint**

- Lesson 1: Creating PowerPoint Presentations
- Lesson 2: Enhancing PowerPoint Presentations
- Lesson 3: Enhancing PowerPoint Presentations
- Lesson 4: Expanding on PowerPoint Basics

### **B. Internet**

1. Lesson 1: Boolean Searching
2. Lesson 2: Creating a Hyperlink
3. Lesson 3: Printing Without Waste

## **COMPUTER SCIENCE 8**

Grade Eight-Microsoft Excel and Microsoft Publisher

This course is designed to introduce and train the 8<sup>th</sup> Grade students to the basic capabilities of Microsoft Excel and Microsoft Publisher. The Course topics and the order of schedule for Eighth Grade will be as follows.

### **Microsoft Excel**

- Lesson 1: Excel Basics
- Lesson 2: Worksheet Appearance
- Lesson 3: Worksheet Formulas
- Lesson 4: Making The Worksheet Useful

### **Microsoft Publisher**

- Lesson 1: Publisher Basics
- Lesson 2: Enhancing Publisher Document

### **FAMILY AND CONSUMER SCIENCES 6**

The Life Center 21 Laboratory Management System is an interactive lab that consists of multimedia presentations, hands on activities, and comprehensive assessments. Students will learn basic information and practical skills related to such topics as interpersonal relationships, food and nutrition, clothing and textiles, consumer education, resource management, and housing.

### **FAMILY AND CONSUMER SCIENCES 7**

The students will be able to classify different fibers as natural or manufactured. They will be able to identify proper sewing tools and their uses. Basic sewing skills will be presented and used to complete a final sewing project using previous information learned.

### **FAMILY AND CONSUMER SCIENCES 8**

The students will be able to recognize the basic needs of growing and changing in their lives. They will learn information on the stages of development and how to accept and prepare for the changes. Personal grooming habits will be reinforced. Basic knowledge of nutrition and food preparation will be conveyed to the students by hands-on activities in the kitchen labs.

### **LIBRARY MEDIA SPECIALIST PROGRAM**

The purpose of the Brownsville Area Middle School Library Media program is to provide students and teachers access to adequate and appropriate information resources. In addition to classroom visits with collaborating teachers, the school library also serves as a place for students to do independent work, use computers and research materials.

The Library also uses the Accelerated Reader Program. A.R. is a computer based, reading management and motivational system designed to complement our existing classroom literature programs for grades 6 to 8. Its purpose is to motivate students to read more books at an appropriate level of difficulty by using a goal/point system. It encourages students to read advanced leveled books and increase their personal reading time. A.R. software provides immediate feedback to students and generates reports for teachers which identify students who are at risk of not reaching their goals.

## **MUSIC 6**

Music 6 is an exploration of sound and listening in music. Students explore a variety of genres and respond musically to examples of music from a variety of eras. Students learn basic music notation. Students learn about music history, including the roots of African American Spirituals and other historical topics guided by the Share the Music Series. During the 45 day course, students complete a composer research project with presentation for the class. Students also learn about concert attendance etiquette and perform correct etiquette behaviors while learning about American Musical Theater; specifically Rodgers and Hammerstein's works.

## **MUSIC 7**

Music 7 is an exploration of music as a communication tool. Students explore the music of a variety of non-western cultures; including the music of Africa, the Caribbean, India, Latin America, Native American cultures, and parts of Asia. Students also learn about a variety of western composers and hear many types of music. Students learn appropriate musical vocabulary to describe the music that they hear and are required to keep a listening response guide. Students complete a composer research project and present it before the class. Students also learn about locations of local musical performances while learning about the cultural significance of Rodgers and Hammerstein's Oklahoma.

## **MUSIC 8**

Music 8 is an exploration of western music from the Baroque to modern. Students' learning is focused on the evolution of secular music from 1600 – today in the theater. Students learn about the socio-historic ties that led to the creation of this music and the need for music to fill a void in the lives of composers and concert goers. Students learn about plot and character in relationship to 'Carmen' by Georges Bizet and 'The Magic Flute' by W.A. Mozart. Students complete an opera exploration project where they research a composer, explore an opera, and report on their findings in class. Students also learn about post-modern musical theater and study the evolution of opera into musicals. Students study one current musical and learn about the cultural implications of the show, the musical importance of the show, and how to attend a musical performance.

## **CHORUS**

Chorus is a performance based class emphasizing the importance of good breath support, posture, and musicality while singing. Students are expected to rehearse a variety of music and learn technical skills about the act of singing and performing. Students learn basic rhythmic skills and use moveable do solfege to practice sight-singing. Students learn movement, reading, and performance skills during the class. Students are expected to perform in a winter concert and a spring musical/musical review.

### **PHYSICAL EDUCATION 6,7,8**

In Physical education class, using the state standards to drive our curriculum, we chose to develop and improve cardiovascular strength, coordination, flexibility, and muscular strength. The students all begin at their base level of fitness, and move towards increasing their ability throughout the 18 week course. Each student works at his or her potential while meeting certain classroom requirements. We try to emphasize lifetime sports, hygiene, and overall self-esteem that the students can grow to enjoy and continue living a healthy full life.

The students also begin recognizing healthy eating habits. Students will journal a daily food log for a 3 week period to compare their eating to healthy eating. After their log is complete students will develop a strategy to improve their food choices.

In health we also cover infectious diseases and non-infectious diseases. Students are taught how to make good choices concerning the spread of disease.

### **TECHNOLOGY EDUCATION 6**

In this nine week course, students explore the basics of technology education. Using activity based projects; students will explore the basic technological systems of transportation and construction. Students will explore transportation by learning properties of model rocketry by constructing and launching a model rocket. Also, using the engineering problem solving method, in construction systems, students will design and build a 3-d model of a building.

### **TECHNOLOGY EDUCATION 7**

In this nine week course students will apply their knowledge of technology education. Using activity based projects; students will focus on learning about tools, materials and processes of physical and informational systems. In informational systems, students will complete a researched based poster, which will be completed using a computer publishing program. In the physical technology, students will explore the transportation systems by building an elastic powered boat and mouse trap powered car. Also in the physical system, students will construct a bridge and test the properties of the bridge.

### **TECHNOLOGY EDUCATION 8**

In this nine week course students will expand their knowledge of technology education. Using activity based projects, students will focus and learning and expand their knowledge of tools, materials, and processes of physical and informational systems. In informational systems, students will complete a researched based poster which will be completed using a computer publishing program. In the physical systems, students will study manufacturing technologies. Students will manufacture a small game project out of wood. Also in the physical systems, students will study transportation by constructing a Delta Dart airplane.



**BROWNSVILLE AREA MIDDLE SCHOOL**

**SPECIAL EDUCATION**

**PROGRAM DESCRIPTIONS**

## **LEARNING SUPPORT 6**

### **MATH**

In learning support math, the students follow the same lessons the regular class is doing; however, we may go at a slower pace to accommodate learning styles and to ensure mastery. The beginning of the school year starts off with Number Theory: divisibility, factors, prime factorization, greatest common factor, decimals and fractions, equivalent fractions, comparing and ordering fractions, mixed numbers and improper fractions. Next the students focus on fraction operations: adding, subtracting, multiplying, and dividing fractions. The last portion of the school year focuses on ratio, proportion, and percent. Prior to the PSSA, we focus on practice problems. The students are introduced and reintroduced to concepts such as, geometry, solving basic equations, perimeter, area, volume, probability, and coordinate geometry.

### **LITERATURE / ENGLISH**

In learning support literature, the students focus on the most of the stories in the literature book as the regular education classes. The stories covered this school year are as follow: “Dragon, Dragon,” “Just Once,” “The Stone,” “The Bridegroom,” “In the Fog,” “The Hitchhiker,” from “Bud not Buddy,” “Ta-Na-E-Ka,” “The Bracelet,” “Blanca Flor,” “The All-American Slurp,” “The Emperor’s New Clothes”, “La Bamba,” and “The Sneetches”. We also read novels throughout the school year. This school year will have read “The Best School Year Ever,” “The Best Christmas Pageant Ever,” and “Hatchet”. This is so the learning support students can participate in the AR program. Most of the learning support students do not read on their own at home; even with motivation from their teachers. The students discuss the author, setting, theme, plot, characters, conflict, and resolution of every story read. Vocabulary is introduced and reviewed daily. Paragraph and essay writing are also incorporated.

## **LEARNING SUPPORT 7**

### **MATH**

The learning support teacher will follow the general education curriculum for math in the 7<sup>th</sup> grade with modifications and adaptations provided in the learning support classroom. Itinerant IEP students have access to the resource room for testing purposes only. The Holt Middle School Math Course 2 series is used as well as the PSSA Mathematics Coach grade 7 from the beginning of the school year until the end. The goal of learning support math program is to increase their math levels as well as PSSA math scores.

## **LITERATURE / ENGLISH**

The learning support teacher will follow the general education curriculum for 7<sup>th</sup> grade language arts. The students will utilize the Holt Elements of Literature and Elements of Language in the classroom. The main focus for the language arts curriculum is to increase word attack, decoding, comprehension, and overall reading levels so that it increases success for our students across the curriculum. In addition to this, the Pennsylvania Language Arts Test Preparation series is followed for practice prior to the PSSA. This series allows the students to practice sample formats of the open ended responses as well as multiple choice questions. The students also read one Accelerated Reader book per 9 week period so that the students are receiving AR points and that their reading skills are able to be assessed.

## **LEARNING SUPPORT 8**

### **MATH**

The learning support teacher will follow the general education curriculum for math in the 8<sup>th</sup> grade with adaptations and support provided in the learning support classroom. Itinerant IEP students have access to my classroom for testing purposes only. The instructor will then utilize the Holt Middle School Math Course 3 series as well as the PSSA Mathematics Coach grade 8 from the beginning of the school year until the end. The goal of learning support math program is to increase their math levels as well as PSSA math scores. The curriculum is aligned with the PA standards and include number and operations, algebra, geometry, measurement, data analysis and probability, and problem solving.

### **LITERATURE / ENGLISH**

The learning support teacher will follow the general education curriculum for 8<sup>th</sup> grade language arts. The instructor will utilize the Holt Elements of Literature and Elements of Language in my classroom while also providing support to my itinerant students. The focus for the language arts curriculum is to increase word attack, decoding, comprehension, and overall reading levels so that it increases success for our students across the curriculum. The organizational layout of the Literature Text covers literary response, reading comprehension, vocabulary, and writing skills. In addition to this, the Pennsylvania Language Arts Test Preparation series is followed for practice prior to the PSSA. This series focuses on improving comprehension and developing written response techniques.

**LIFE SKILLS**

The Middle School Life skills curriculum integrates academic, daily living, personal/social, and pre-occupational skills into lessons designed to help students learn to live independently in society. The Mathematics curriculum focuses on topics such as money, time, and basic computation. The English/Language Arts curriculum emphasizes activities that teach the students how to clearly communicate, both verbally and in writing, with topics that include writing their personal address, completing forms that ask for basic biographical information, and writing short memos from telephone calls. The Science curriculum includes exploration of community resources, shopping and aquatics. Finally, Life Skills incorporates additional independent living topics including basic cooking and cleaning skills, and how to complete laundry and personal hygiene practices emphasizing the importance of daily routine.