

***DAVID BREARLEY
MIDDLE SCHOOL***



***PROGRAM OF STUDIES
2017-2018***

Board Approval:

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REQUIREMENTS FOR GRADUATION: STATE AND DISTRICT

GRADUATION REQUIREMENTS: MIDDLE SCHOOL

Eighth grade students must pay all fines, including unpaid previous fines, prior to graduation. **All eighth grade students must pass language arts, mathematics, social studies, science and physical education for the year in order to graduate and be promoted.** Any student who does not pass these subjects will be required to attend summer school and pass the course(s) they failed in order to be promoted in August. Students who fail and are not promoted in June cannot take part in the graduation commencement ceremony with their class. In addition to passing language arts, mathematics, social studies, science and physical education students must accrue thirty (30) credits as determined by the following chart in order to be promoted to the next grade. (KSD Pol. 5410)

Language Arts	Must pass	5 Credits
Mathematics	Must pass	5 Credits
Science	Must pass	5 Credits
Social Studies	Must pass	5 Credits
Physical Education/Health	Must pass	5 Credits
Cycle		1 Credit per class
PSLP		1.25 Credits
World Language * [Spanish I/Italian I]		5 Credits
*(Eighth grade class only)		

Students who do not pass English, Mathematics, Science, Social Studies and Physical Education/Health will not be promoted to the next grade unless they attend and pass an approved summer school.

PARCC/NJASK Proficiency Testing

- All seventh graders must take the PARCC 7 in Language Arts and Mathematics
- All eighth graders must take the PARCC 8 in Language Arts, Mathematics
- All eighth graders must take the NJASK 8 Science assessment
- Any middle school student taking Algebra I or Geometry and will not be taking the course again during the high school years will take the PARCC Algebra I or PARCC Geometry in place of the grade level mathematics assessment.

Computer Skill Requirement

Computer and information literacy, which supports skills in information gathering, information organizing and problem solving, has become critical of every student. All students must pass Information Processing, a computer literacy/word processing course. Using computer applications and technology tools, students will conduct research, solve problems, improve their learning achieve goals and create products and presentations in conjunction with standards in all content areas. In addition, the computer and information literacy standards will be integrated and applied in all courses offered in the middle school.

Attendance Requirements

Regular attendance is essential to the successful completion of the course of study. Students are expected to be present on every day that school is in session, except as their attendance may be excused in accordance with Board of Education policy.

In accordance with this policy, a student absent from a class more than 10 percent of the days in which the class meets shall not receive credit for that course. In other words, a student absent from a class in excess of nine (9) days in a semester course, or in excess of eighteen (18) days in a full year course will receive no credit for the course. In all instances of absence from class, the student is responsible for making up the missed work.

COURSE SELECTION PROCESS

Prerequisites and Sequential Courses

Prerequisites are requirements that must be completed satisfactorily before certain courses are taken. For example, Spanish 2 is a prerequisite of Spanish 3. A minimum grade may also be a prerequisite. Students must pass the prerequisite course before they move to the next sequential course.

Combined Courses

Two courses may be combined during one period when the enrollment is insufficient to run both courses as separate sections. This usually occurs in upper-level World Language classes or with elective classes.

Course Load

Students must be scheduled for eight classes, one Personalized Student Learning Plan course, and a lunch period in each school year. Students must be scheduled for one class in English, Mathematics, Science, Social Studies, and Physical Education/Health class for every year they are enrolled in middle school.

Course Differentiation

- Regular courses –
 - meet the general expectations for a specific grade level or course.
- Honors/Academy courses -
 - are taught at an advanced level;
 - students are expected to complete more independent work in greater depth than in the regular curriculum;
 - students are expected to complete special projects and summer assignments;

Course Placement

Students are placed into Honors and Advanced Placement courses based on multiple measures. The following rubric outlines specific criteria need for placement.

For students entering Middle School courses in the upcoming year:

Currently Enrolled In	Course You'd Like to Enroll In	Grade Needed in Previous year's prerequisite course
General	Honors	95
Honors	Honors	85

For students entering High School courses in the upcoming year:

Currently Enrolled In	Course You'd Like to Enroll In	Grade Needed in Previous year's prerequisite course
General	Honors	90
General	AP	90
Honors	Honors	85
Honors	AP	85

Course Failures

Students in grades 7 and 8 who fail a required sequential course may not “double up” by taking the next level with the failed course in the following school year, i.e., a student who fails English 7 may not take two levels (English 7 and English 8) in the following.

Attending an approved summer school and passing the failed course will allow a student to progress in the normal sequence of courses. If a student does not attend summer school for English, Mathematics, Science and/or Social Studies, he/she will be retained. Please refer to the section on summer school.

Summer School

1. For Review Credit:
 - A. A student must receive the approval from his/her guidance counselor before selecting a subject or enrolling in a summer school program.
 - B. Five credits for a subject repeated and passed in summer school will be granted if the course has a minimum of 60 clock hours.
 - C. The grade earned in summer school will be recorded on the permanent record and will be included in the G.P.A. The original grade remains on the transcript and is also included.
 - D. It is the student's responsibility to have appropriate grade reports forwarded to the Guidance Office upon completion of the summer school course.
 - E. For the purpose of meeting prerequisites, the summer school grade and the grade from the full year course will be averaged.
2. For Advanced Credit:
 - A. The course must have a minimum of 120 clock hours for a full year's credit (144 hours for a lab science).
 - B. All courses must be approved by the lead teacher of the respective department before the student registers for it.
 - C. A course taken the summer between eighth and ninth grade will not receive credit toward high school graduation.
 - D. A summer school course is considered to be College Prep (CP) level.
 - E. It is the student's responsibility to have official grade reports forwarded to the Guidance Office upon completion of the summer school course.

Summer courses traditionally do not cover the curriculum in as much depth as a full-year course. Therefore, summer courses are good for enrichment or review; they are not recommended to be used as a replacement for a full-year course.

ENGLISH LANGUAGE LEARNERS (ELL)

The ELL curriculum is designed for students who are limited in English proficiency, as determined by test criteria established by the State Department of Education. Primary emphasis will be on listening comprehension and oral communication. Reading and writing skills will also be developed. The Supervisor of Special Services and guidance counselor can provide detailed information about this program. Assessments for promotion from this program are required.

SCHOLARS' ACADEMY

Scholars Academy students take a course of study that is extremely rigorous to accommodate their intellectual needs. The majority of the classes are completed prior to the senior year to make room for more career-focused learning experiences. Advanced Placement courses lead Scholars Academy students to graduate with a potential 21 AP credits. Service learning experiences (referred to as ISE) are centered around three areas: *Ingenuity* (developing new ideas that benefit the community), *Stewardship* (making the lives of others better), and *Enterprise* (creating and participating in activities that serve others). Students' logs of such activities are monitored throughout the year. Senior year provides a rigorous college-prep program with a focus on potential career choices. Students concentrate coursework and service learning experiences in one of three broad areas: Humanities, STEM, or Business/International Studies.

Applications for acceptance into the Scholars Academy are typically accepted between Nov. and Dec. of the previous school year. An Open House for interested parents and students with further information on the program and the application process is typically held in the fall prior to the application period.

Standards of Excellence

Any student who falls below the 85% will be placed on academic probation.

Academic probation remains for one marking period and includes close monitoring that involves weekly meetings with the school administrator responsible for supervising the Academy. The student may be asked to remain in school during Academy trips and participate in after-school tutoring sessions for additional assistance.

A student who remains on probation for more than two marking periods will forfeit his/her spot in the Academy.

Scholars Academy Selection Criteria

Criteria	Description	Minimum Metric	Weight
Last Year Class Grades	Minimum Cumulative Average Subjects Included: Mathematics, Language Arts Science Social Studies	At least 90% mid-year grade	40 Total Possible Points
First Period Class Grades	Minimum Cumulative Average Subjects Included: Mathematics, Language Arts Science Social Studies	At least 90% mid-year grade	20 Total Possible Points
Scholars' Academy Entrance Exam	Highly Proficient Students Minimum Score	59-50: 15 pts 64-60: 16 pts 69-65: 17 pts. 74-70: 18 pts 79-75: 19 pts 84-80: 20 pts 89-85: 21 pts 100-90: 22 pts	22 Total Possible Points
Writing Sample	Open ended essay	6 point Rubric	18 Points

Program of Study

<p>Grade 7 English 7 Honors Pre Algebra Honors Science Academy History Academy Art, Music, Technology, Spanish Health/PE</p> <p>Grade 8 English 8 Honors Algebra Honors Geometry Honors Science Academy History Academy Spanish/Italian Health/PE</p> <p>Grade 9 English 1 Honors AP US History 1 Algebra II/Trigonometry Honors Biology Honors Spanish or Italian Latin I Health/PE <small>*Geometry required for entry for Choice students</small></p>	<p>Grade 10 English 2 Honors AP US History 2 Pre Calculus Honors AP Biology Chemistry Honors Spanish or Italian Latin 2 or Elective Health/PE</p> <p>Grade 11 AP English Language* AP World History* AP Calculus* Physics Honors AP Environmental Science* Union County College Two-Year Cycle: Dynamics of Communication ENG 128, Principles of Economics I ECO 201, Public Speaking ENG 129, Social Problems SOC 102 Spanish or Italian <small>*Choose three of four AP classes</small></p>	<p>Grade 12- Junior College AP English Literature AP Science choice (VHS) AP Social Studies choice (VHS) Spanish or Italian Health/PE Union County College Two-Year Cycle: Dynamics of Communication ENG 128, Principles of Economics I ECO 201, Public Speaking ENG 129, Social Problems SOC 102</p> <p>Service Learning Requirement Ingenuity •Research projects •Music and art production Stewardship •Community service •Volunteerism Enterprise •Tutoring •Babysitting</p>
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Potential Off-Site Learning Locations

<ul style="list-style-type: none"> • Liberty Science Center's Cardiac Classroom • Performances at Montclair University, George Street Playhouse • Kean Leadership Conference Series- Students in Action Service Learning NJ 	<ul style="list-style-type: none"> • New York City landmarks Ground Zero, Ellis Island, Statue of Liberty • Tour of the Ivy League colleges and universities • Metropolitan Museum of Art • Museo Del Bario
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SPECIAL EDUCATION

The special education program at David Brearley Middle School is designed to provide students with a number of scheduling options to promote success in attaining requirements for a high school diploma. The student's individualized education plan (IEP), which is developed collaboratively by the teacher, parents, and child study team, remains the foundation for developing a schedule that best suits and accommodates the student's needs. Options for programming are listed and described below. Students are provided with the least restricted environment by law. Exemptions from local and/or state requirements are considered on an individual basis.

1. General Course Offerings

Students are encouraged to work directly with case managers, teachers, guidance counselors and parents to select courses in academic and elective areas within the Program of Studies.

2. **In-Class Resource (ICR)**
ICR is a model of instruction in which the general and special education teachers are collaboratively involved in planning and implementing specific strategies, techniques, methods and materials to address learning difficulties of pupils with educational disabilities participating in the general education classroom. Through co-teaching at David Brearley, the responsibility for the curriculum and class lesson is a shared responsibility of the general education and the special education teachers. ICR options vary from year to year according to the student population and their specific, IEP-driven needs.
3. **In-Class Support (ICS)**
ICS is a model of instruction in which an instructional aide provides supplementary support to a student or students with educational disabilities participating in the general education classroom to address their specific learning difficulties. The responsibility for the curriculum and class lesson lies with the general education teacher. ICS options vary from year to year according to the student population and their specific, IEP-driven needs.
4. **Resource Center Program**
Instruction is provided to classified students by a professional holding a Teacher of the Handicapped or Teacher of Students with Disabilities certificate. In addition, the teacher is knowledgeable in the content area being taught. This instruction may be provided in the pupil's regular class according to the ICR model described above, or in an approved separate resource center, in which the instruction replaces that which would be provided in the general education class.

The student is expected to meet the curriculum requirements for the grade or subject being taught. The expectation is that the resource center pupil has the same educational objectives as the other students in the class. With the assistance of the resource center teacher, the student is expected to accomplish those objectives. A student is assisted by the resource center teacher, through accommodations and modifications, as identified in his or her IEP, in the methods of instruction and materials to meet the pupil's curriculum goals.
5. **Self-Contained Classroom**
Programming is available for those students who require a specialized approach in their academic programming. The curriculum includes a continuum of skills based upon individual needs. It is aligned with the NJ Student Learning Standards, balanced with remedial programming, and practical application. Students are recommended to this program by the IEP Team.

The student's IEP will designate which form of is necessary for the student; group limits as per New Jersey Administrative Code are maintained.

Life Skills/Pre-vocational Skills

Prerequisite: IEP Team recommendation only

This course offers instruction on activities of daily living, including cooking, basic money management, and self-care. The course includes instruction on self-advocacy, learning styles and negotiating the educational system to seek out support staff as needed. Initial exposure to post-secondary goals begins in this course.

CYCLE CLASSES (Seventh Grade)

Art

This course is designed to introduce students to the basic elements of art and design, along with various artists and art movements significant to the history of art. Each cycle will also create art work for the year's NJ State Council on the Arts Grant Project (when applicable), or another project being worked on by the Advanced Art Beyond the Classroom students. In this way, the students will be introduced to the practical application of visual art and will be able to work with our professional visiting critics.

Exploration in Italian

This course is designed to teach students how to communicate about classroom objects, class activities, numbers, days and months, colors and basic Italian customs.

Exploration in Spanish 7

This course is designed to teach students how to communicate about classroom objects, class activities, numbers, days of the month, colors and basic Hispanic customs.

Keyboarding

This course is designed to teach students how to use the keyboard correctly by learning proper skills and techniques using the touch method. Emphasis is also placed on basic keying skills and drill reinforcement.

Music

This course is designed to enhance students' understanding and application of basic elements of music. This is achieved through taking a kinesthetic approach by learning to play rhythmic and melodic pieces of music on various pitched and non-pitched instruments. Eventually, students will even compose and perform their own piece of music using the skills developed in the course. Students will also listen to, discuss, and analyze music from various genres, time periods, and cultures, including songs of their choice.

Theater

This course is structured to provide students a basis in theatre skills and to offer a creative outlet for expression. Students will be exploring verbal and non-verbal communication, pantomime, voice, and movement.

CYCLE CLASSES (Eighth Grade)

Art

This course is designed to further develop student's basic knowledge of the elements and processes of art. During their second year in middle school art, focus is placed on the more complex ideas and methods of making art usually concentrating on one particular theme.

Exploration in Spanish 8

This course is a continuation of Exploration in Spanish 7th Grade and is designed to teach students how to communicate about the weather, time of day, general personal information, health and emotions, foods, school subjects, the family, and the house.

Keyboarding

This course is designed to teach students basic computer skills as well as how to use the keyboard using the touch method. Students have an opportunity to develop those skills for traveling the information super highway.

Music

This course is designed to further enhance students' understanding and application of basic elements of music, including modern chord progressions and popular music form. This is achieved through taking a kinesthetic approach by learning to play rhythmic and melodic pieces of music on various pitched and non-pitched instruments. Eventually, students will even compose their own piece of music using the skills developed in the course. Students will also listen to, discuss, and analyze music from various genres, time periods, and cultures.

Theater

This course will focus on the creation of new work and the adaptation of existing fiction and non-fiction for theatrical performance. The course will explore personal, issue-based, and literary texts.

HEALTH & PHYSICAL EDUCATION

Health 7

The course is an investigation into the harm that is caused by the use of tobacco products, alcohol, and drugs. The concepts of addiction and withdrawal are closely examined, as well as the impact of these substances on human body systems after sustained use. The topics of peer pressure, social impact, legal problems, and monetary implications are discussed in detail. Strategies for quitting are included in the curriculum.

Physical Education 7

In seventh grade Physical Education students will be participating in team gaming, project adventure, and fitness activities. In team gaming students will be taught the basic rules and game play, while participating in modified games. Project adventure activities will help students use critical thinking skills, teamwork skills, independent thinking, and develop strategies to succeed in

the activities. In fitness we will integrate technology using the Nintendo Wii, and teach students how to use the equipment in the weight room.

Health 8

This course addresses the concept that students represent a diverse cultural, ethnic, and socio-economic society. In this course, students will thoroughly examine the development of a person's self-concept and how the physical, intellectual, emotional and social domains affect the development of one's self. The issues of individuality, values, peer pressure, anger management, constructive communication, stress management and substance abuse are covered.

Physical Education 8

In eight grade Physical Education students will be participating in team gaming, project adventure, and fitness activities. In team gaming students will be taught the basic rules and game play, while participating in modified games. Project adventure activities will help students use critical thinking skills, teamwork skills, independent thinking, and develop strategies to succeed in the activities. In fitness we will integrate technology using the Nintendo Wii, and teach students how to use the equipment in the weight room.

LANGUAGE ARTS

Language Arts 7

Prerequisite: successful completion of Language Arts 6; summer reading required

This course is designed to teach students the fundamentals of Language Arts. This program is logically organized and sequenced so that students build literary, reading, writing, vocabulary, speaking and listening skills. Our textbook is the primary tool used for building knowledge and understanding of these skills. The program also focuses on developing a lifelong interest in reading and writing.

Language Arts 7 Honors/Academy

Prerequisite: Acceptance into the Scholars Academy OR 95 in previous year's English course; summer reading required

This course is designed for advanced, highly motivated students who have shown both interest and ability in Language Arts. The workload and expectations of this course are geared toward preparing the advanced student for the stringent requirements of honors English in high school. This program is logically organized and sequenced so that students build literary, reading, writing, vocabulary, speaking and listening skills. Our textbook is the primary tool used for building knowledge and understanding of these skills. The program also focuses on developing a lifelong interest in reading and writing. The goal of the program is to prepare students for the 8th grade Language Arts Honors course

Language Arts 8

Prerequisite: successful completion of Language Arts 7; summer reading required

This course is designed to further student's understanding of Language Arts literacy. The collections are organized to cover the grade level skills in literary response and analysis, reading comprehension, vocabulary and writing. This course also provides step by step instruction to guide students through the reading and writing process in areas such as narration, persuasion and description. State standards are also focused on to guiding students toward success with the NJ ASK. Finally, the program will prepare the students for the challenges of high school English.

Language Arts 8 Honors/Academy

Prerequisite: Acceptance into the Scholars Academy OR 95 or higher in Language Arts 7 OR 85 or higher in Language Arts 7 Honors/Academy; summer reading required

This course is designed for advanced, highly motivated students who have shown both interest and ability in Language Arts. The collections are organized to cover the grade level skills in literary response and analysis, reading comprehension, vocabulary and writing. This course also provides step by step instruction to guide students through the reading and writing process in areas such as narration, persuasion and description. State standards are also focused on to guiding students toward success with the NJ ASK. The workload and expectations of this course are geared toward preparing the advanced student for the stringent requirements of honors English in high school.

MATHEMATICS

Mathematics 7

Prerequisite: successful completion of Math 6

This course is designed to teach students how to read, understand, and engage in the critical thinking process across the spectrum of general mathematics topics. The Grade 7 course helps students to organize their approach to new concepts with note taking and study strategies, as well as working out examples. A focus of the Grade 7 course is to link writing and mathematics, to enhance a better understanding and application of the topics to everyday life.

Pre-Algebra Honors /Academy

Grade 7

Prerequisite: Acceptance into the Scholars Academy OR 95 in previous year's math course

This course is designed to prepare the honors students for Algebra. The course focuses on Pre Algebra topics. Students are encouraged to develop their writing skills with challenging open ended questions. The goal of the program is to prepare students for the 8th grade Algebra Honors course.

Algebra 1 Honors

Grade 8

Prerequisite: 95 or higher in Math 7 OR 85 or higher in Pre-Algebra Honors

This course is equivalent to a high school Algebra course. Students are expected to master algebraic mechanics, understand the underlying theory and apply the concepts to real world situations.

Pre-Algebra

Grade 8

Prerequisite: successful completion of Math 7

This course is designed to expand the topics and strategies gained in the Grade 7 course to prepare students for Algebra. The course focuses on Pre Algebra topics and relates the knowledge of general mathematics topics to foster an understanding and application of such topics in everyday life. Students are encouraged to develop their writing skills in Math with challenging open ended questioning. A goal of the program is to prepare the students for the challenges of high school math.

Algebra 1 Honors/Academy

Grade 8 Academy

Prerequisite: Acceptance into the Scholars Academy OR 95 or higher in Pre-Algebra OR 85 or higher in Pre-Algebra Honors/Academy

This is the Algebra I course for Middle School students on the honors mathematics track. This more challenging study of Algebra transitions the young mathematician from numeric manipulation to symbolic manipulation. This class completes and expands upon the entire textbook over the course of the year. Additionally, time is spent to identify and close any gaps that may exist in the student's prior mathematics background and classroom activities are constructed to enhance the student's note taking, studying, and test taking skills. This course will make students proficient in Algebra I, and ready to continue with Geometry and Algebra II in high school. Students who do well in this course can continue on the honors track in high school.

Geometry Honors/Academy

Grade 8 Academy

Prerequisite: Acceptance into the Scholars Academy

This course is equivalent to a high school Geometry course. This course emphasizes two and three dimensional reasoning skills, coordinate and transformational geometry, and the use of geometric models to solve problems. Throughout the year, algebraic skills will be used to explore geometric relationships.

PERSONALIZED STUDENT LEARNING PLANS

PSLP 7

Personalized student learning plans are intended to actively engage students and their families in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, and plan for their future.

PSLP 8

Personalized student learning plans are intended to actively engage students and their families in their learning experience, and to foster students' personal and academic goals. PSLP are designed to empower students thereby increasing their ownership, motivation and learning. With staff members as their advisors, students identify their personal strengths and interests, set goals, plan, collect evidence of their progress in a portfolio, and present their results in student-led conferences.

Johns Hopkins

Prerequisite: Advanced Proficient in either Language Arts Literacy and/or Mathematics on PARCC 7.

This program is a chance for middle school students to participate in the Johns Hopkins Center for Talented Youth Talent Search. Students qualify for this 8th grade program by scoring advanced proficient in math, language arts, or both on the 7th grade PARCC, as well as overall academic performance in 7th grade. Students are given a chance to learn about and prepare for taking the SATs, the high-level standardized test that Johns Hopkins uses as an assessment tool for determining which students qualify for their programs, which include Summer Programs, Family Academic Programs, and Distance Learning Programs.

SCIENCE

Science 7

Prerequisite: successful completion of Science 6

This course is designed as an integrated approach with an emphasis on the scientific method. Students are introduced to a variety of lab experiences that help to develop skills in problem-solving and decision-making necessary to be applied to a future understanding in the Life, Earth and Physical Sciences.

Academy Science 7

Prerequisite: Acceptance into the Kenilworth Scholars Academy.

This course is designed as an integrated approach with an emphasis to rigorously challenge and develop students' abilities in the scientific processes, problem-solving and critical thinking areas. The course involves a comprehensive lab curriculum in the areas of Life, Earth and Physical Sciences.

Science 8

Prerequisite: successful completion of Science 7

This course is designed to teach students how to develop a strong starting point for knowledge in the areas of Chemistry, Physics, Life Science, and Earth Science. This course provides students with the basis for future, in depth, scientific understanding in the areas of Chemistry, Physics, Life Science (Biology), and Earth Science.

Academy Science 8

Prerequisite: Acceptance into the Kenilworth Scholars Academy

This course is designed to give students the opportunity to complete the required grade 8 Science Standards and to introduce these students to the academic rigor required to be advanced proficient in the grade 9 Science Standards' topics of concentration. Academy Science grade 8 topics will include: Earth Science/Earthquakes, Ecosystems, Biodiversity, Atmosphere, Climate Change, Renewable and Non-renewable Resources, Basic Genetics, Matter, Atoms, Electrons, Periodic Table of the Elements, Chemical Bonding, Chemical Reactions, Acids, Bases, and pH. Students will develop a working level knowledge of these topics through the use of technology and other methodologies including a strong hands-on experimental laboratory experience.

SOCIAL STUDIES

World History

Prerequisite: successful completion of Social Studies 6

This course is designed to provide students with a survey of World history from 500 AD – 1750 AD. Topics will include Muslim civilizations and innovations, African civilizations and their prosperous trading routes, Chinese and Japanese empires and influences, early American civilizations (North, Central, and South), European middle ages and renaissance, and European exploration and colonization.

World History Academy

Prerequisite: Acceptance into the Kenilworth Scholars Academy

This course is designed to provide students with a survey of World history from 500 AD – 1750 AD. Topics will include Muslim civilizations and innovations, African civilizations and their prosperous trading routes, Chinese and Japanese empires and influences, early American civilizations (North, Central, and South), European middle ages and renaissance, and European exploration and colonization.

United States History 8

Prerequisite: successful completion of Social Studies 7

This course is designed to teach students American history from colonization in 1607 through the mid-19th century (Antebellum America). Topics will include colonial life, the French and Indian War, the American Revolution, the Constitution, the War of 1812, the Louisiana Purchase, Jacksonian democracy, westward expansion and the spread/containment of slavery, sectionalism, and the American Civil War and Reconstruction.

United States History 8 Academy

Prerequisite: Acceptance into the Kenilworth Scholars Academy.

This course is designed to teach students American history from colonization in 1607 through the mid-19th century (Antebellum America). Topics will include colonial life, the French and Indian War, the American Revolution, the Constitution, the War of 1812, the Louisiana Purchase, Jacksonian democracy, westward expansion and the spread/containment of slavery, sectionalism, and the American Civil War and Reconstruction.

WORLD LANGUAGE

Italian 1

Prerequisite: The final average of 95 or higher in Italian cycle, teacher recommendation, and first-come, first-serve during course selection process.

The Italian curriculum focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

Spanish 1

Prerequisite: final average of 95 or higher in Spanish cycle, teacher recommendation, and first-come, first-serve during course selection process.

The Spanish curriculum focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.