



**MIDDLE SCHOOL**  
**HANDBOOK**

AND

**PROGRAM OF**  
**STUDIES**

**2022 - 2023**

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## PENNSBURY SCHOOL DISTRICT MISSION

Recognizing our proud traditions and diverse community, the Pennsbury School District prepares all students to become creative, ethical, and critical thinkers for lifelong success in a global society.

### Vision Statement

#### **Promoting Academic Success and Resiliency in All Students**

- Every student will become his/her intellectual and ethical self.
- Every student will persevere to reach his/her highest social, emotional, and academic potential.
- Every educator will inspire students to strive for academic excellence and strength of character.
- Every school will develop engaged, professional learning communities to support the Growth Mindset.

### Core Beliefs

#### **We Believe**

- a culture of caring is essential for learning;
- respect for self and others is fundamental because all individuals possess inherent worth and dignity;
- taking responsibility for one's actions elevates civility;
- a safe educational environment promotes a sense of security and willingness to take risks;
- strong character fosters good citizenship;
- every student deserves the opportunity to develop his/her potential to learn and grow;
- intelligence can be developed through attitude, effort, and perseverance.

## INTRODUCTION

The middle schools in the Pennsbury School District are divided into three grades: sixth, seventh, and eighth. The students on each grade level are divided equally among the staff. Accordingly, the staff is organized into interdisciplinary teams. On each grade level the same interdisciplinary team teaches the same group of students. Working as a group, the teachers from each team get to know their students on a more personal level. Expressive arts teachers in family & consumer science, MSIT, IGNITE, music, art, health and physical education are involved with the teams. Team planning tends to personalize the educational program and make it more effective.

There are three middle schools on the Middle School Campus:

#### **Charles Boehm Middle School**

866 Big Oak Road  
Yardley, PA 19067  
215-428-4220

#### **Pennwood Middle School**

1523 Makefield Road  
Yardley, PA 19067  
215-428-4237

#### **William Penn Middle School**

1524 Derbyshire Road  
Yardley, PA 19067  
215-428-4280

The Pennsbury Middle Schools seek to provide opportunities for all children:

1. To develop and apply thinking skills that reflect their best intellectual potential;
2. To develop and demonstrate the skills of communication representative of positive individual and social behavior;
3. To recognize and understand cultural differences among peoples of the world and their contributions to American life;
4. To develop creative skills and appreciate the achievements of others;
5. To develop and maintain habits and attitudes that contribute toward physical and mental health;
6. To gain the knowledge of and develop the practical skills appropriate to career and vocational goals;
7. To develop the talents, skills, and attitudes necessary for satisfying lifetime recreational activities; and
8. To use the knowledge and skills of the educational program for personal achievement and responsible citizenship.

## SCHOOL COUNSELING

The school counseling offices in the middle schools are located adjacent to the main office. The counselors are your advisors who will help you adjust to school and will answer your questions. They will help you to solve your problems, large and small, educational or social. They want to help you reach your full potential. Your counselor will meet and talk with you during the school year. If you want

to see your counselor, stop in the guidance office and sign up for an appointment. You will receive an appointment slip to get out of class, but permission must be obtained from your teacher prior to leaving the class to go to the guidance office. Remember, you are experiencing many changes at this time in your life and your counselors are available to help you cope with these changes. Your counselor will answer questions about courses, career thoughts, personal needs, and difficulties with friends or fellow students. In addition, your counselor will keep your school records on file and will communicate between your home and the school whenever necessary.

As a parent/guardian, you may have questions regarding various aspects of your child's middle school experience. If it is a question that can be addressed to one teacher, please contact that person. If it is a team-related concern, you may contact your child's school counselor, who can research the question. School counselors are primary contacts for other types of questions.

### **FAMILY INVOLVEMENT**

Participation by parents/guardians in each child's middle school experience is encouraged. Through PTO, team, and individual teachers, homework and project supervision, attendance, or supervisory support at various school events, parents/guardians provide an essential component to the educational program. A daily conversation with your child about the day's events at school is the best way to stay current with what is happening.

### **VISITORS**

All visitors to the building must report directly to the office. Parents/guardians are welcome and may request to visit the school by calling on the phone, by coming to the office, or by writing to the Principal. Advance notice is necessary to ensure a rewarding visit and to minimize disruption. Students from other school districts or from within the District are not permitted to visit. All visitors must have an ID and sign in using the Raptor system.

### **STUDENT SUPPORTS**

There are support programs that are provided to help students be more successful. Recognizing that student

INTEREST, EFFORT and WORK ETHIC are essential elements for success, additional support is available through:

- Pupil Achievement Teachers: part-time tutors assigned to a specific grade. They assist students with organizational, study and test taking skills, as well as academic support.
- Learning Support: a special education academic support program for identified students.
- Mentally Gifted: an academic seminar program for identified students.
- Mentor Programs: adults and older students from the community and within Pennsbury schools work with individual students to improve success at middle school.
- School Counseling Services: counselors at each middle school are accessed by student appointment or parent contact.
- Child Psychologist and Social Worker: resources available through the guidance office.
- Student Assistance Program: referrals, to assist students experiencing more severe difficulty, can be made by students, teachers or parents/guardians.
- Reading Interventions: students requiring reading support will be involved in a variety of reading intervention programs.
- Math Interventions: students requiring Math support will be involved in a variety of Math intervention programs.

### **MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)**

The Pennsbury School District is working hard to improve educational outcomes for all students. One of the ways we are working to do this is by implementing a framework of academic, social-emotional, and behavioral supports to educate the "whole child." The framework we are using is called the Multi-Tiered Systems of Support, known as MTSS. It gives schools a structure to meet the academic, behavioral, health, enrichment, and social-emotional needs of all students.

What is MTSS?

We periodically assess students and analyze pertinent data to identify strengths and weaknesses. Based on those results, classroom instruction may be adjusted to support student needs based on this data. This data is analyzed during the year to ensure students are receiving the support they need. Depending on the student's needs,

they may receive targeted support through our Tiered System of Support.

What are the Tiers of support?

Tier 1: provides evidence-based curricular and instructional practices and a continuum of supports and interventions in general education classrooms. Using our differentiated instructional practices, many students are able to access the general curriculum with classroom interventions and supports.

Tier 2: provides supplemental support and interventions that may be delivered in small-group instruction, provided in either the general classroom or during an intervention period. These interventions include evidence-based instructional practices that are increased in intensity, frequency, and duration based on the review of data during the school year.

Tier 3: provides intensive support and interventions that may be delivered individually and provided in or outside of the classroom. There may be curricular adaptations, targeted supports, and interventions based on the needs of the student. Student progress during this tier is reviewed frequently throughout the school year. This is known as progress monitoring.

The mission of Pennsbury is to ensure all students become creative, ethical, and critical thinkers for lifelong success in a global society. We believe implementing the MTSS program across all of our schools will provide the support necessary to ensure that all of our students succeed. As a parent/guardian, you are an important part of this process and we will notify you if your child receives Tiered 2 or 3 supports (Tier 1 supports are typically grade-level classroom interventions). As always, do not hesitate to contact your child's teacher or building administrator if you have questions or concerns.

**SPECIAL EDUCATION SERVICES**

**CHILD FIND**

In compliance with state and federal law, notice is hereby given by the Pennsbury School District that it conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services (eligible students). If your child is identified by the District

as possibly in need of such services, you will be notified of applicable procedures. Individualized services and programs are available for children who are determined to need specially designed instruction due to the following conditions:

1. Autism/pervasive developmental disorder
2. Blindness or visual impairment
3. Deafness or hearing impairment
4. Mentally gifted
5. Multiple disabilities
6. Traumatic brain injury
7. Other health impairment
8. Orthopedic impairment
9. Emotional disturbance
10. Specific learning disability
11. Speech or language impairment
12. Deaf-blindness

If you believe your school-age child may be in need of special education services and related programs, or young child (age 3 to school-age) may be in need of early intervention, screening and evaluation processes designed to assess the needs of the child and his/her eligibility are available to you at no cost, upon written request.

You may request screening and evaluation at any time, whether or not your child is enrolled in the District's public school program. Requests for evaluation and screening are to be made in writing to the appropriate Special Education Supervisor listed in the chart below:

<b>Regina Rausch</b> Director of Special Ed, K-12 <sup>th</sup>	<a href="mailto:rtausch@pennsburysd.org">rtausch@pennsburysd.org</a>  215-428-4100 ext. 10052
<b>Alida Fitzpatrick</b> Supervisor of Special Education Pennwood MS	<a href="mailto:afitzpatrick@pennsburysd.org">afitzpatrick@pennsburysd.org</a>
<b>Alison Smith, Ph.D.</b> Supervisor of Special Education William Penn MS and Charles Boehm MS	<a href="mailto:asmith2@pennsburysd.org">asmith2@pennsburysd.org</a>  215-428-4100 ext. 10251

**NOTE:** *Additional supportive classes are also available for children with disabilities. Placement and enrollment in such classes shall solely be determined by each individual student's individualized education program*

**team. Such classes are not open for enrollment for all students.**

## REPORT CARDS AND GRADING

In middle school, student progress will be reported four times yearly for all grades. A conference for the parents/guardians will be scheduled in the fall and the spring. Power School will be updated at the end of each marking period to reflect the final marking period grade. Throughout the course of the year, parents and guardians have continuous access to student grades using Canvas reporting or PowerSchool, our Student Information Management System. No paper report cards will be distributed. Families will be notified when those grades are available. Letter grades of "A" through "F" are used in grading students in all subjects at the middle school.

The following grading scale will be used to report grades for middle school students each marking period and at the end of the school year:

- A - (90 - 100) - Significantly Above Standard
- B - (80 - 89) - Above Standard
- C - (70 - 79) - Standard Performance
- D - (60 - 69) - Below Standard
- F - (Below 60) - Fails to Meet Standard

An academic honor roll of students in Grades 6-8 is issued after the close of each marking period. To be eligible, a student must demonstrate A or B performance in all subjects and pass Health and Physical Education.

## TECHNOLOGY

### STUDENT CHROMEBOOKS

All Pennsbury students in grades 6-12 will be assigned a Chromebook for the 2022-2023 school year. Families are responsible for a fee of \$40 to cover insurance costs. Students are required to bring the Chromebook to school fully charged each day. Chromebooks are to be used both at school, during the instructional day, and at home, to complete homework and other at home assignments. Students will be assigned an email account for school use only. The use of all district technology must be in support of the educational program and must be consistent with the educational objectives of the Pennsbury School District. Teachers will utilize web services which have been approved by the Pennsbury School District and are

compliant with Children's Online Privacy Protection Act. Students are prohibited from playing games, visiting unauthorized websites and using Pennsbury devices for non-instructional purposes.

### CANVAS

Canvas is a Learning Management System that is utilized by all secondary Pennsbury students and staff members. Canvas will serve as the single location for 6-12 Grade students to access all of their course information. Moreover, all Pennsbury teachers using Canvas will use a consistent course template so all courses, regardless of content area or level, will have a similar look and feel for students and parents. Students will have access to Canvas once the school year begins, which they can access directly from Clever. Detailed information regarding student access to Canvas will be provided by each school prior to the first day of school. Parents and guardians will also have the ability to create their own Canvas account, which will allow them to act as observers of their student's account, including full access to all assignments, announcements, and feedback posted by teachers. Directions regarding parent access to Canvas will be provided prior to the first week of school as well. All new students will be trained to use Canvas throughout the first week of school. For more information please visit the Pennsbury School District website.

### EMERGENCY NOTIFICATIONS

The Pennsbury School District utilizes an automated telephone messaging service that enables District administrators to contact parents/guardians at multiple numbers and an optional email address when there is an emergency situation or urgent message. In addition, school building administrators may initiate an informational, community outreach phone call or email that contacts one number per household. Parents/guardians are asked to keep this information as updated as possible, keeping in mind that only the primary number is used for non-urgent messages. All of this information is maintained in the strictest of confidence and the School District's main number, 215-428-4100, will appear on the recipient's caller ID.

### STUDENT CELL PHONES

Cell phones are to be off and away during the school day. Cell phones will not be permitted during class periods without the written permission of the teacher. Office phones are to be used for school business and emergencies only. Cell phones, while permitted in

Pennsbury schools, are for emergencies only, and must be turned off and put away in hallway lockers at all times during the school day.

## DAILY SCHEDULE and ATTENDANCE

### DAILY SCHEDULE

Students may enter the building at 7:45AM, go to their lockers, and report to homeroom. The school day begins with homeroom. At the sound of the homeroom bell, all students should be in their seats ready for opening exercises. Students should listen quietly and attentively to the daily announcements. Morning exercises begin with "The Star Spangled Banner" and proceed to saluting the flag and reciting the "Pledge of Allegiance." This is followed by the announcements of the day. The daily schedule will be explained to students by their teachers. The school day ends at 2:55 p.m. There are three minutes between classes for passing. Punctuality is a virtue and a requirement.

Opportunity Period is a resource period for students that incorporates interventions, academic support, team/building activities, PBIS & SEL programming.

The Middle School Schedule is as follows:

Homeroom	8:10 - 8:17
A Block	8:20 - 8:59 (A1) 9:02 - 9:40 (A2)
B Block	9:43 - 10:22 (B1) 10:25 - 11:03 (B2)
Opportunity Period	11:06 - 11:36
C Block	11:39 - 12:18 (7th and 8th C1) 12:12 - 12:51 (6th C1) 12:21 - 12:59 (7th C2) 12:54 - 1:32 (6th and 8th C2)
D Block	1:35 - 2:14 (D1) 2:17 - 2:55 (D2)

### LUNCH TIME

The lunch period is intended to be a period of quiet and friendly relaxation. Good manners are expected of everyone. Cafeteria personnel will provide a nutritional

lunch in pleasant surroundings. Parents/ guardians may maintain a lunch account through the cafeteria manager or students may pay cash for food purchases. A full lunch may be purchased, but students may, of course, bring their own lunches from home. Snacks, milk, cookies, and ice cream are also sold in the cafeteria.

6th Lunch	11:39 - 12:09
7th Lunch	1:02 - 1:32
8th Lunch	12:21 - 12:51

The maintenance of an attractive and clean cafeteria depends on each student accepting individual responsibilities and observing the following procedures: During the assigned lunch period, students are not to go to their lockers or to other areas of the building. While at lunch, they are to use only the lavatories located in the cafeteria area. All food must be eaten at the tables in the cafeteria. No food or drink is to be carried out of the cafeteria unless directed by a staff member. Tables and chairs are to be left in a clean, neat condition ready to be used by the next lunch shift. Chairs are to be placed against the tables. Students will be responsible for these tasks. All trash is to be deposited in the receptacles provided.

### ATTENDANCE

In order for students to be successful, they are required to attend school. All students are required by law to attend school. For more information regarding attendance, please refer to the [Student Code of Conduct](#).

### LIBRARY

The school library is open before and after school. Students may access their accounts by student ID number.

## STUDENT CODE OF CONDUCT

Since a school is only as good as the people in it, the thoughtfulness and consideration we show each other affects all of us. The general purposes of discipline regulations are to aid in establishing a school atmosphere in which an individual has the opportunity for maximum learning and to aid in providing a school climate where each individual's rights and property are respected and protected. Rules, regulations, and procedures detailed in the Student Conduct Policy Booklet will be discussed with all students during the first weeks of school. By working together, we can ensure a successful and satisfying school



experience. Please refer to the [Student Code of Conduct](#) for more information regarding student expectations and dress code.

The goal of the Student Code of Conduct is to teach students to behave in ways that contribute to academic achievement and school success, and to support a school environment where students and staff are responsible, respectful and safe.

We seek to ensure that students remain connected to the learning environment and school community. We recognize and value the teacher's pivotal role in creating classroom environments that are conducive to engaged learning.

Successful, positive conduct is guided by the following principles:

- Effective and engaging instruction, positive school climate, relationship and rapport, and classroom management are the foundation of effective discipline.
- School discipline is best accomplished by preventing misbehavior before it occurs, and using effective interventions after it occurs.
- School safety and academic success are formed and strengthened when all school staff and personnel build positive relationships with students and are actively engaged in their lives and learning.
- All school staff should promote high standards of behavior by teaching, modeling, and monitoring behavior, and by fairly and consistently correcting misbehavior as necessary.
- School discipline that is paired with meaningful instruction and guidance offers students an opportunity to learn from their mistakes and contribute to the school community, and is more likely to result in getting the student re-engaged in learning.
- Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students are removed from their classrooms due to misbehavior.

## STUDENT INVOLVEMENT

Both during and after school, students have the opportunity to participate in many special activities throughout the year. These include band, orchestra, chorus, drama, classroom extensions, dances, fun nights, student council, and concerts. Additional activities may be offered by teachers during the year, as well. It should be noted that no student is to remain for an after-school activity unless supervised by a member of the professional staff. For the most up to date information regarding student activities, please visit your school's website.

[Charles Boehm Middle School Website](#)

[Pennwood Middle School Website](#)

[William Penn Middle School Website](#)

### SCHOOL SPIRIT

School spirit is best demonstrated by the pride the students have in their school, its facilities, and teachers. This is evidenced by the students' enthusiastic participation in school activities, their ability to win and lose gracefully in sporting events, and in their acceptance of established standards of behavior and responsibility.

### STUDENT COUNCIL

The student council is comprised of elected representatives from the student body in grades 6, 7, and 8. The student council has an important role. Its purpose is to serve as a student forum; a place where students can assume as much of the responsibility of organizing their school activities as possible.

Student council goals as outlined in its constitution are - (1) to develop attitudes of, and practices in, good citizenship; (2) to improve student-teacher relationships; (3) to provide a forum for students, and (4) to promote the general welfare of the school.

### DANCES/FUN NIGHTS

School dances and fun nights are scheduled through the student council, PTO, and the school administration. The number and variety of school dances and fun nights will depend upon careful consideration of many factors. School dances are not held for the purpose of making money, but to afford each student the opportunity to enjoy companionship and fun with fellow classmates. Dances or fun nights must end no later than 9:30 p.m. Dances will be attended in regular school attire. No semi-formal or formal

wear will be permitted unless otherwise indicated. Final plans will be approved by the principal.

### **INTERSCHOLASTIC SPORTS**

As part of a comprehensive interscholastic athletic program, the middle school offers the following to only the seventh and eighth grade students: Fall Season - field hockey, football, soccer, volleyball; Winter Season - basketball (boys and girls) and wrestling; Spring Season - baseball, softball, and track & field. All middle schools are members of the Lower Bucks Junior High/Middle School Athletic League and the Pennsylvania Interscholastic Athletic Association (P.I.A.A.). Participation is the key factor in all of the athletic programs offered. Effective June 1, 2008, the P.I.A.A. implemented a one-year comprehensive physical examination effective from June 1 to May 31st of each year. All P.I.A.A. athletes will be required to comply with this regulation. Additionally, PIAA requires athletes to maintain academic eligibility. The coach of each individual sport, along with the athletic director, is responsible for determining eligibility.

### **INTRAMURAL SPORTS**

The middle school intramural athletic program is open to all 6th, 7th, and 8th graders and is designed as a way to engage students in extracurricular activities and to be a greater part of the school community. The goals are to provide a wide variety of activities to encourage individual and large group participation, and to provide meaningful experiences for our students. A variety of activities are offered for middle school students during the fall, winter, and spring seasons.

## **TRANSPORTATION**

### **BUS**

Students should know their bus schedules and should ride only on buses assigned to them. Students must have prior administrative approval to ride a bus other than their own. Approvals are only made for students who need to ride home with another student for school related reasons (homework/projects). All requests must be made in writing by the parents or guardians of both parties.

All buses arrive and depart from the bus dock. At the close of the school day, buses will leave promptly. Students who are walkers are not to board a bus. Late buses will be available to students who have arranged for after-school

help, activities, sports, and detention. Check late bus schedules in the office or with your teacher.

Students are required to follow these rules in order to maintain a safe, pleasant atmosphere on all buses:

1. Be courteous and respect the rights of others; use appropriate language at all times.
2. Do not eat or drink on the bus; keep the bus clean.
3. Obey the driver promptly. The driver has full responsibility for the bus and passengers; the driver is authorized to assign seats.
4. Stay seated.
5. Keep head, hands, and feet inside the bus. Never throw anything out of the window.
6. In the event of an emergency, remain seated until directed to do otherwise by the bus driver.
7. If a student chooses not to follow these rules, disciplinary action will be taken which may result in the student not being permitted to ride the bus.

Students are transported via school bus for activities occurring during the school day. If a student should miss the intra-campus bus, he or she will need to report back to the teacher responsible for the activity or course, who will contact the office to make arrangements to transport the student back to the appropriate school. No student is permitted to walk between schools unsupervised.

### **WALKERS/BIKERS**

Student walkers are not to walk on the roads or cut through the private property of people living around the school site. Existing sidewalks are to be used at all times. Students are expected to respect the property of others while walking to and from school. Bike riders are to use bike paths at all times, and not use the access parking lots between school buildings.

For students who elect to ride bicycles to school, racks have been provided. Bicycles must have wheel or sprocket locks. The school is not responsible for stolen or damaged bicycles, but will cooperate with students, parents/guardians, and police in solving problems. Skateboards, roller skates/blades, or scooters are not permitted on school property.

## **STUDENT HEALTH SERVICES**

If you are medically excused from physical education at any time during the school year, you need to bring a note from your doctor explaining the illness/injury and the length of time to be excused to the school counseling office.

If you become ill or injured during the school day, be excused by your teacher to report to the school nurse in the health suite. If you are taking medication prescribed by your doctor, bring a note from your parent/ guardian giving the nurse permission to give you your own medicine in the nurse's office, under her supervision. The medicine must be in the bottle or dispenser issued by the pharmacy.

The school nurse will schedule, supervise, or assist in the various physical tests and examinations. Hearing, vision, and dental examinations are required by law. Student physicals are given in grade six and dental examinations in grade seven.

## **STUDENT INSURANCE**

Group accident insurance will be available. Complete information about insurance plans and payments will be made available on the first day of school. Pennsbury is not in the business of selling insurance, but the School District gives you the opportunity to take advantage of reliable, reasonably-priced coverage should students need it.

## **SCHOOL PROPERTY**

### **LOCKERS**

Students will be assigned a locker by homeroom teachers on the first day of school. Some lockers come equipped with combination locks. Some lockers require use of a padlock. No additional locks will be permitted.

You should not give your locker combination to anyone. Only school approved locks may be used.

The school is not responsible for stolen items. Students should not leave money or other valuables in their lockers. Students should avoid bringing large sums of money or valuables to school. Students should not leave valuables such as watches, jewelry, or money in their lockers during the school day or during athletic practice or games. The school will not be responsible for lost or stolen valuables.

School lockers are school property and are given to students on loan for the school year. The school authorities reserve the right to inspect the lockers at their discretion.

### **TEXTBOOKS, SUPPLIES, AND EQUIPMENT**

Textbooks, supplies, and equipment are purchased by the Board of School Directors and loaned to students, who are expected to take good care of public property.

If you lose a book, inform your teacher so that another book can be provided. Students who mar, destroy, or lose textbooks will be responsible for paying the current purchase price for a replacement. This also applies to furniture and to other equipment. Any students who have lost or damaged School District property will be given a district monetary obligation.

# COURSE DESCRIPTIONS

This section of the Program of Studies Booklet provides a brief description of content and sequence in all courses offered at the middle level.

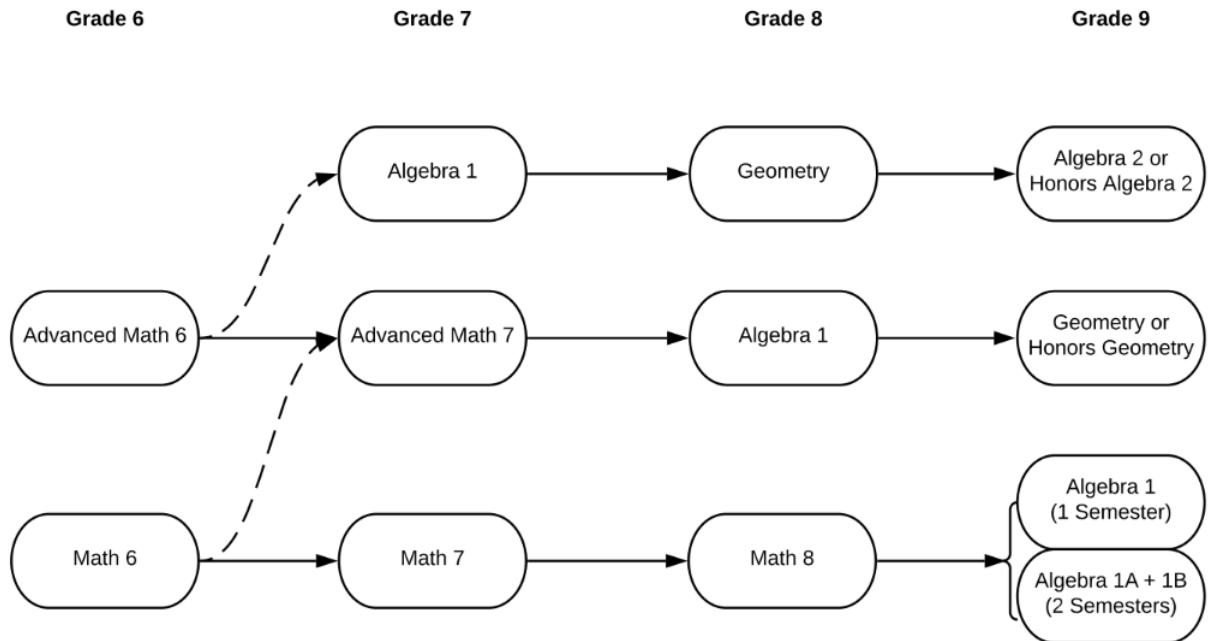
## MATHEMATICS

Supervisor of Mathematics K-12: Dr. Gary McManus

[gmcmanus@pennsburysd.org](mailto:gmcmanus@pennsburysd.org)

*The K-12 Mathematics program is academically rich, offering students opportunities to learn mathematical concepts and procedures with deep understanding focusing on problem solving, discovery, and inquiry based learning. The Pennsbury School District is committed to securing the future for our students. A comprehensive, clearly articulated mathematics curriculum will promote excellence for all students. The Pennsylvania Common Core is incorporated into all Mathematics courses at Pennsbury. All Pennsbury students are provided with the opportunity for in-depth learning and understanding of mathematical concepts and skills.*

### Middle School Math Course Progression



## **Math 6**

Students in 5th Grade Math will be placed into Math 6 at the middle school level. The focus of Math 6 is PA Common Core Math focusing on an introduction to Pre-Algebra. Topics of study include: Using Positive Rational Numbers, Integers and Rational Numbers, Numeric and Algebraic Expressions, Represent and Solve Equations and Inequalities, Understand and Use Ratio and Rate, Understand and Use Percent, Solve Area, Surface Area, and Volume Problems, and Display, Describe, and Summarize Data.

## **Advanced Math 6**

Students in the 5th Grade Advanced Mathematics Program (AMP) will be placed into Advanced Math 6 at the middle school level. The focus of the accelerated Advanced Math 6 course is completion of Pre-Algebra study and introduction to concepts of Algebra. Topics of study include: Rational Number Operations, Real Numbers, Analyze and Use Proportional Relationships, Analyze and Solve Percent Problems, Generate Equivalent Expressions, Solve Problems Using Equations and Inequalities, Analyze and Solve Linear Equations, Use Sampling to Draw Inferences About Populations, Probability, Solve Problems Involving Geometry, Congruence and Similarity, the Pythagorean Theorem, and Solve Problems Involving Surface Area and Volume.

## **Math 7**

Students in Math 6 will continue their course progression in Math 7 in 7th grade. This course focuses on the study of 7th Grade PA Common Core Mathematics. Topics of study include: Rational Number Operations, Analyze and Use Proportional Relationships, Analyze and Solve Percent Problems, Generate Equivalent Expressions, Solve Problems Using Equations and Inequalities, Use Sampling to Draw References About Populations, Probability, and Solve Problems Involving Geometry.

## **Advanced Math 7**

Students demonstrating a grade level understanding in Advanced Math 6 will continue their accelerated course progression in Advanced Math 7 in 7th grade. Topics of study include: Real Numbers, Analyze and Solve Linear Equations, Use Functions to Model Relationships, Investigate Bivariate Data, Analyze and Solve Systems of Linear Equations, Congruence and Similarity, the Pythagorean Theorem, and Solve Problems Involving Surface Area and Volume. Upon completion of Advanced Math 7, students will be prepared for Algebra 1 in 8th grade.

## **Algebra 1 (7th & 8th Grade)**

Students demonstrating an advanced level of performance in Advanced Math 6 will be placed in Algebra 1 in 7th grade. Students in Advanced Math 7 will continue their course progression in Algebra 1 in 8th grade. This course is a comprehensive study of Algebra 1 from algebraic, graphical, and numerical viewpoints. Topics include: operations and properties of real numbers, variables and expressions, solving equations and inequalities, an introduction to functions, linear functions, interpreting and drawing graphs, data analysis & probability, slope, operations and properties of exponents, quadratic equations, polynomials, systems of equations and inequalities, and factoring. There will be an emphasis on problem solving throughout the course. Scientific (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

## **Math 8**

Students in Math 7 will continue their course progression in Math 8 in 8th grade. This course focuses on the study of 8th Grade PA Common Core Mathematics. Topics of study include: Topics of study include: Real Numbers, Analyze and Solve Linear Equations, Use Functions to Model Relationships, Investigate Bivariate Data, Analyze and Solve Systems of Linear

Equations, Congruence and Similarity, the Pythagorean Theorem, and Solve Problems Involving Surface Area and Volume. Successful completion of Math 8 will prepare students for study of Algebra 1 in 9th grade.

### **Geometry (8th Grade)**

This course introduces students to the study of points, lines, planes and space. Topics include logic, proof, transformations, congruence, similarity, symmetry, measurement, and coordinate geometry. Appropriate computer programs will aid students with visualizations and the formation of conjectures. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate.

### **Algebra 2 Honors**

This course is a comprehensive study of Algebra 2 from algebraic, graphical, and numerical viewpoints. The focus of this course is functions. Linear, quadratic, polynomial, power, exponential and logarithmic functions are explored in depth. Data analysis is used to give real world examples of the use of these functions. Work on systems and conic sections are included. There will be an emphasis on problem solving throughout the course. Scientific calculators (TI-30), graphing calculators (TI-83, TI-84 series), and computer software will be utilized when appropriate. This course is recommended for students continuing on to higher mathematics such as Pre-Calculus, Calculus, Statistics, etc.

### **Math 180 (Grades 6-8)**

Math 180 is built from a carefully sequenced and paced progression of content with high-interest themes that are designed for students who need to focus on numerical understanding and reasoning skills. The Math 180 Block Series focuses on rebuilding key concepts of numbers and operations that enable students to rebuild foundational skills using algebraic thinking to develop relationships between operations and with real numbers.

## **SOCIAL STUDIES**

**Curriculum Coordinator: Mark Cherepko**

[mcherepko@pennsburyisd.org](mailto:mcherepko@pennsburyisd.org)

*The Social Studies Middle School program in grades 6 to 8 exposes students to both early world civilizations and United States history. The curriculum is aligned to both national and state PDE standards.*

### **Social Studies 6**

All sixth grade students will take Early World Civilizations and Geography. This course is a survey of early world history. The course traces the beginnings of civilization, Egypt, continues into the classical period of history with the Greeks and Romans, and concludes with Medieval Times. Emphasis is also placed on developing an understanding of the geography of the regions of the world and developing critical thinking skills.

### **Social Studies 7**

All seventh grade students will take United States History and Geography I. The seventh grade U.S. history course continues the chronological study of the major themes, concepts, trends, personalities, and the role of geography in American history that began in the elementary grades. Students will examine the American Revolution, Founding of the New Nation, The U.S. Constitution, Manifest Destiny in the West, and the Civil War during this course. This course will help students better understand the growth and development of the U.S. while examining the rich heritage, economics,

and politics that has made our country great. Special attention will be given to citizenship education and student knowledge of American government and democratic ideals.

### **Social Studies 8**

All eighth grade students will take United States History and Geography II. This course is a study of United States history and geography with an in-depth analysis of the period from Reconstruction to the conclusion of World War II. The primary objective of this course is to develop a sense and knowledge of the history and culture of our country. Emphasis will be made to establish a solid foundation to understand America's emergence and role in the modern world.

## **SCIENCE**

**Curriculum Coordinator: Mrs. Jamie Swanson**

[jswanson@pennsburyisd.org](mailto:jswanson@pennsburyisd.org)

*The Middle School Science Curriculum is a spiral curriculum touching on Physical Science, Life Science and Earth Science and based on the Pennsylvania Academic Standards for Environment and Ecology and the Pennsylvania Academic Standards for Science and Technology. Highlighted in the Next Generation Science Standards approach of incorporating Cross Cutting Concepts with Core ideas, all three programs were developed to use scientific inquiry skills to solve problems.*

### **Science 6**

The 6th grade Science program includes topics such as cells and the human body, properties of matter, and changing earth surfaces. All topics include hands-on laboratory work that emphasizes process skills and inquiry for the students. The program stimulates the students to use scientific processes to solve everyday problems.

### **Science 7**

The 7th grade Science program is centered on the study of Ecology and Earth Systems.. Topics include rocks and minerals, weather, water, oceans, earthquakes, and natural resources and environmental impact. The program is characterized by its emphasis on experiments and student activities as well as content connections. It is intended to encourage open inquiry, use of lab materials, observations, interpretation of data, and drawing conclusions.

### **Science 8**

The 8th grade Science program is centered on the study of the Genetics and Heredity, Motion and Forces, and the Earth's place in the Universe. The topics are studied in relation to the interaction between forces and we highlight the crosscutting concept of cause and effect. This level of study is characterized by laboratory work and the interpretation of the data gathered. Students take a PSSA for 8th Grade Science that incorporates standards exposure from 6th-8th grade.

**Middle School Science Course Modules and Topics**

<b>Middle School Grade</b>	<b>Life Science</b>	<b>Physical Science</b>	<b>Earth Science</b>
6th <b>MODULES</b> Topics	<b><u>Systems, Reproduction and Growth</u></b> Living things in the Biosphere The Cell System Human Body Systems	<b><u>Structures and Properties of Matter</u></b> Introduction to Matter Solid, Liquid, and Gas	<b><u>Changing Earth and Human Activity</u></b> Earth's Surface System Water Resources
7th <b>MODULES</b> Topics	<b><u>Relationships within Ecosystems</u></b> Cell Processes Ecosystems Populations, Communities and Ecosystems	<b><u>Changing Earth and Human Activity</u></b> Distribution of Natural resources	<b><u>Earth Systems</u></b> Introduction to Earth's Systems Minerals and Rocks in the Geosphere Plate Tectonics <b><u>Cycles Influencing Weather and Climate</u></b> Weather in the Atmosphere Energy in the Atmosphere and Ocean Climate
8th <b>MODULES</b> Topics  PSSA Test 8th Grade Science	<b><u>Diversity of Life</u></b> Genes and Heredity Natural Selection and Change over time	<b><u>Forces</u></b> Forces and Motion	<b><u>Earth's Place in the Universe:</u></b> Earth-Sun Moon System

**READING, ENGLISH, AND LANGUAGE ARTS**

Reading and Language Arts Curriculum Coordinator: Mrs. Kimberly Todor

[ktodor@pennsburyisd.org](mailto:ktodor@pennsburyisd.org)

English Curriculum Coordinator: Ms. MaryAnn Daley

[mdaley@pennsburyisd.org](mailto:mdaley@pennsburyisd.org)

*The Pennsbury School District Reading/English/Language Arts (RELA) Curriculum is founded on the premise that all students can learn. We encourage Pennsbury's students to see themselves as readers, writers, and responsible, creative communicators through language. Always responsive to the individual's developmental level and readiness for learning, the curriculum is a fluid, flexible, and adaptable program of instruction. We, at Pennsbury, have made a conscious decision to design a Reading/English/Language Arts curriculum that is academically rigorous. Based on Pennsylvania and national standards for reading, writing, speaking, and listening, the Pennsbury RELA curriculum adheres to the notion that all language-learning activity involves the processes of constructing meaning.*



**Integrated Language Arts 6**

This course is designed for on-level readers and readers who are approaching grade level. Students will engage in text that is written at grade level; students will be provided with vocabulary development, and be taught to apply various reading strategies to assist with engaging in critical thinking related to reading. Additionally, students receive instruction in grammar and writing during this course.

**Advanced Language Arts 6**

This course is designed for advanced readers and writers. It stretches students to engage in text that is written above grade level and requires students to routinely engage in critical thinking needed to analyze and evaluate text. Additionally, students receive instruction in grammar and writing during this course. Criteria to be placed in this course includes consistent demonstration of above grade level ability and achievement as documented by teacher observation and data collection (standardized and non-standardized), and/or GIEP.

**Integrated Language Arts 7**

This course is designed for on-level readers and readers who are approaching grade level. Students will engage in text that is written at grade level; students will be provided with vocabulary development, and be taught to apply various reading strategies to assist with engaging in critical thinking related to reading. Additionally, students receive instruction in grammar and writing during this course.

**Advanced Language Arts 7**

This course is designed for advanced readers and writers. It stretches students to engage in text that is written above grade level and requires students to routinely engage in critical thinking needed to analyze and evaluate text. Additionally, students receive instruction in grammar and writing during this course. Criteria to be placed in this course includes consistent demonstration of above grade level ability and achievement as documented by teacher observation and data collection (standardized and non-standardized), and/or GIEP.

**Critical Literature 8**

The 8th grade Critical Literacy course is designed for those students who are considered proficient or advanced readers. It meets daily for half of the school year. The Critical Literacy class moves at a fast pace and engages students in analyzing and responding to text that is written at and above grade level. The goal of the Critical Literacy course is to prepare students to become more competent readers of all types of texts.

**Academic Literature 8**

This course is designed to build vocabulary and reading comprehension skills so that students may grow to reach grade level proficiency in the area of reading. It meets daily for the entire school year. This class focuses on delivering direct, explicit instruction on reading skills and strategies, provides vocabulary development, and provides opportunities to respond to text through writing.

**English 8**

The English program in grade 8 promotes language as a major tool in acquiring and using knowledge. It provides opportunities for students to use and demonstrate critical and higher order thinking skills and to practice language skills through participation as a reader, writer, speaker and listener. Students will study and analyze works that extend their

knowledge of literary genres and the characteristics of enduring literature. Composition skills are developed through frequent writing opportunities which include both on-demand and process writing. Speaking and listening skills are developed through practice. The integration of these skills will establish a strong foundation in communication.

### **Advanced English 8**

In both pace and content, this course is designed for students who excel in English and who are willing to engage in an intense study of several major works of literature. Students will study and analyze works that extend their knowledge of literary genres and the characteristics of enduring literature. Opportunities for students to use and demonstrate critical and higher order thinking skills and to practice language skills through participation as a reader, writer, speaker and listener. Students' composition skills are developed through frequent writing opportunities which include both on-demand and process writing. Speaking and listening skills are developed through practice. The integration of these skills will establish a strong foundation in communication.

### **Modified RELA (Grades 6-8)**

This course uses the *Collections* anthology, which is used in the regular education ELA courses, and is simply a modified version of the Integrated Language Arts class. Students read selections written at grade level, and the literature is used as a springboard for writing and grammar instruction.

### **Sonday**

This course uses a structured systematic multisensory reading program. System 1 includes instruction in pre-reading skills, phonics, vowels, vowel pairs, blends, consonant blends and digraphs, spelling, rules of language structure, reading fluency

Sonday 2 reviews concepts in Sonday 1 and adds syllable types and divisions, prefixes, suffixes, roots, non-phonetic words, vocabulary and comprehension. Each lesson systematically teaches phonics, phonemic awareness & automaticity. Equal emphasis is placed on reading and spelling instruction.

### **System 44**

Foundational reading program using explicit personalized learning progressions. Explicit scaffolded instruction in the 44 phonemes of the English language. Adaptive software and teacher led instruction in letter-sound relationships, segmenting, blending, discrimination. Instruction builds word attack skills, word analysis, syllable patterns and syllabication rules. Foundational skills build to reading complex informational texts. Writing and grammar is also included. Instructional design includes adaptive technology and teacher led instruction alternating with independent reading.

### **Read 180**

Blended learning reading intervention that incorporates adaptive technology, differentiated small group and whole group instruction and independent reading. Explicit instruction in academic vocabulary, language, close reading, writing and research. Instructional design includes whole group, small group, independent reading, and computer applications.

### **Gifted Seminar Grades 6-8**

This project based learning program is designed to enrich the academic program for students in need of gifted support or additional enrichment. Gifted programming at the middle school level utilizes a Project Based Learning approach. Students are challenged through an interdisciplinary model of learning, incorporating aspects of Reading, Math, Science and Social Studies in seminar format.

## **WORLD LANGUAGES**

**Curriculum Coordinator: Andrea Garberina**

**Email: [agarberina@pennsburyisd.org](mailto:agarberina@pennsburyisd.org)**

### **World Language Exploratory Program (Grade 8)**

Our World Language Exploratory Program exposes our 8th grade students who are enrolled in Critical Literacy to 30 days each of French, German and Spanish language and culture for a total of 90 days (one semester). The Pennsbury School District offers our FLEX program so that students can make an educated decision as to their language choice of study at PHS. Our program is designed to motivate learners to pursue further language study in the global society in which we live. Our FLEX program is a light introduction to language and culture while creating enthusiasm for language study. Additionally, our French, German and Spanish FLEX classes prepare students for the expectations of the leveled classes in our high school programs.

## **FAMILY CONSUMER SCIENCE**

**Curriculum Coordinator: Allyssa Churchwell**

**Email: [achurchwell@pennsburyisd.org](mailto:achurchwell@pennsburyisd.org)**

### **Family Consumer Science 6**

Students enrolled in Family and Consumer Sciences during 6th grade focus on introducing new skills in the following areas:

- Basic culinary safety, sanitation, and food preparations
- Basic clothing repair skills and hand sewing
- Introduction to child development and caring for children
- Introduction to financial literacy and personal finance

These fundamental topics will allow students to gain the necessary skills to become active and independent members of the Pennsbury community while they attend our schools and help to prepare them for day to day life post graduation. Students will build on these topics throughout their three years in Pennsbury Middle Schools.

### **Family Consumer Science 7**

Students enrolled in Family and Consumer Sciences during 7th grade focus on building previous knowledge of skills in the following areas:

- Culinary safety, sanitation, food preparation,
- Basic clothing repair skills, sewing machine usage, general clothing care, and consumerism.

Students will also be introduced to new skills and content in the following areas:

- Career exploration and what courses to take to support that career while enrolled in Pennsbury

These fundamental topics will allow students to gain the necessary skills to become active and independent members of the Pennsbury community while they attend our schools and help to prepare them for day to day life post graduation. Students will build on these topics throughout their three years in Pennsbury Middle Schools.

### **Family Consumer Science 8**

Students enrolled in Family and Consumer Sciences during 8th grade focus on the accumulation of skills from their two previous years in addition to applying their previous knowledge to new topics in the course:

- Culinary safety, sanitation, food preparation, effects of food borne pathogens, food cost analysis, food budget planning
- Planning and analyzing nutritious foods and their impact on personal diets and finances
- clothing repair skills and sewing machine usage
- Entrepreneurship
- More in depth look into financial literacy and personal finance through personal budgets and career exploration.

These fundamental topics will allow students to gain the necessary skills to become active and independent members of the Pennsbury community while they attend our schools and help to prepare them for day to day life post graduation. Students will build on these topics throughout their three years in Pennsbury Middle Schools.

## **MIDDLE SCHOOL INFORMATION TECHNOLOGY (MSIT) Grades 6, 7 and 8**

**Curriculum Coordinator: Mr. Frank Mayo**

[fmayo@pennsburysd.org](mailto:fmayo@pennsburysd.org)

### **Middle School Information Technology (MSIT) Grades 6-8**

MSIT is a 45-day course for all 6th, 7th, and 8th graders in middle school that falls under the Business, Computers, and Information Technology Department (BCIT) at Pennsbury. All skills that are taught support the 4 C's: critical thinking, creative thinking, communicating, and collaborating. These skills are vital to success in school and beyond. MSIT provides a hands-on project-based class for students to help build and strengthen their digital skills so that they may thrive in a 21st-Century world. This course is aligned with the ISTE National Educational Technology Standards for Students and incorporates a wide variety of resources to enhance student learning in the areas of Digital Citizenship and Media Literacy. Students who complete the course will also have improved their skills in keyboarding, utilizing internet tools, and navigating the Google Suite for Education, Canvas LMS, and Chromebook features.

## **GENERAL MUSIC Grades 6, 7 and 8**

**Curriculum Coordinator: Mr. Jim Moyer**

[jmoyer@pennsburysd.org](mailto:jmoyer@pennsburysd.org)

### **General Music Grades 6-8**

Middle School General Music is a comprehensive 3 year study of a variety of musical styles and genres. Students will sing, play instruments, improvise, compose and arrange music. Study of music reading and notation as well as listening skills and describing/analyzing music of a variety of genres. Understanding the relationship between music and the other arts and disciplines outside of the arts is taught, as well as music's relation to history and culture.

## **ART**

**Curriculum Coordinator: Mrs. Blair Griener**

[bgriener@pennsburysd.org](mailto:bgriener@pennsburysd.org)

*The Pennsbury School District Art Program is designed to engage students in tangible, challenging, current, hands-on learning experiences that provide opportunities for problem solving, exploration, risk taking and collaboration. Students in our middle school Art class have opportunities to develop their 2-D and 3-D ideas as well as an experience in clay. Students will apply an in-depth application of the elements of art and principles of design as well as relate historical and*

*contemporary artwork to their own. The PSD Art Department strives to provide an innovative and fluid learning environment focused on the ever changing world of art and society!*

### **Art Grades 6-8**

The 6th grade curriculum is based on the PA standards for Art and Humanities and focuses on an introduction to the elements of art: color, line, value, texture, shape/form, and space. The 7th grade curriculum is based on the PA standards for Art and Humanities and focuses on an in depth look of the elements of art: color, line, value, texture, shape/form, and space as well as an introduction to the principles of design: pattern, contrast, movement, balance, focal point/emphasis, proportion, and unity. The 8th grade curriculum is based on the PA standards for Art and Humanities and focuses on an in depth look at the principles of design: pattern, contrast, movement, balance, focal point/emphasis, proportion, and unity.

## **HEALTH AND PHYSICAL EDUCATION**

**Curriculum Coordinator: Mr. Tom Stoddart**

[tstoddart@pennsburyisd.org](mailto:tstoddart@pennsburyisd.org)

*The mission of the Pennsbury Middle School Physical Education Program in partnership with our community is to provide a sequential educational program for students to acquire the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. The mission of the Pennsbury Middle School Health Education Program is to educate students to behave in a manner conducive to the promotion, maintenance, or restoration of health.*

### **Physical Education Grades 6-8**

The Middle School Physical Education Program will provide instruction and activity in target sports, team passing sports, dance and rhythms, net and wall sports, outdoor activities, fitness activities, personal performance, and striking and fielding sports. Through these activities, the course will support the development of the whole student – physically, intellectually, and socially.

### **Health Education 6**

This course will provide an introduction to students in self image, decision-making, substance abuse, tobacco product, alcohol, nutrition, and communication skills. Students will be actively engaged with the course material through discussions, questioning, and problem-solving skills. The goal of this course is to positively influence the health behavior of our students.

### **Health Education 7**

This course will focus on human growth development, pregnancy, and communicable diseases. The course will also continue to explore the topics of self-image, decision-making, and communication skills. Students will be actively engaged with the course material through discussions, questioning, and problem-solving skills. The goal of this course is to positively influence the health behavior of our students.

### **Health Education 8**

This course will continue to explore the topics of drug and alcohol use and abuse. Students will be educated on addiction, tolerance, and categories of drugs. The use of coping skills will be introduced to the students as a healthy

alternative to controlling stress and anxiety. Students will be actively engaged with the course material through discussions, questioning, and problem-solving skills. The goal of this course is to positively influence the health behavior of our students.

## **APPLIED ENGINEERING & TECHNOLOGY EDUCATION**

**Curriculum Coordinator: Mr. John Goodz**

[jgoodz@pennsburysd.org](mailto:jgoodz@pennsburysd.org)

### **IGNITE Grades 6-8**

This project based learning (PBL) course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach. IGNITE STEM Lab is the application of learned principles to tangible solutions that will develop 21st century skills, and ignite an interest in pursuing a career in the STEM fields. Students learn techniques in design, and engineering, while participating in practical problem-solving, critical thinking experiences. Students will rotate through 3 IGNITE STEM Labs each year (each lab is 22-23 days) exploring Graphic Communications, Fundamentals of Technology, Circuitry, Computer Aided Manufacturing and Science Phenomena. The Graphic Communications curriculum encompasses using vinyl and screen printing, combined with software applications, utilizing raster and vector editing. Students are immersed in the Fundamentals of Technology, as they learn coding, engineering, design, manufacturing, prototyping, and product design evaluation. Students will develop hands-on skills building, as well as computer aided manufacturing with laser cutters and 3D printers. Science topics explored include energy, resource use, forces, and human interactions. Throughout all 3 courses, the areas of technology will be explored at increasing levels of complexity.

## **INSTRUMENTAL MUSIC**

**Curriculum Coordinator: Mr. Chris Bygott**

[cbygott@pennsburysd.org](mailto:cbygott@pennsburysd.org)

*The Pennsbury School Instrumental Music Department empowers all students to become creative, ethical, and critical thinkers while developing a high work ethic and a lifelong passion for music, through a student-centered learning approach to the processes of performing, creating, understanding, and appreciating diverse genres and musical cultures.*

*The Middle School Instrumental Music Program offers bi-weekly Concert Band and Orchestra rehearsals and weekly lessons grouped by instrument to all 6th-8th grade instrumental students during Opportunity Period. We also offer a Jazz Band at each middle school by audition, and district wide Middle School Honors Band & Orchestra by audition.*

### **6th Grade Concert Band**

Students enrolled in 6th Grade Band will continue to develop their individual instrument skills and concepts as well as ensemble skills and concepts. They will learn music history related to the literature they are performing as well as basic music theory. Students are expected to bring their instruments, accessories, and music folders to school each day they have rehearsal or a lesson. Students are expected to make progress through class participation and required at-home practice. Students will also be expected to perform in two concerts annually. Students have the opportunity to audition for Jazz Band and Middle School Honors Band.

### **6th Grade Orchestra**

Students enrolled in 6th Grade Orchestra will continue to develop their individual instrument skills and concepts as well as ensemble skills and concepts. They will learn music history related to the literature they are performing as well as basic music theory. Students are expected to bring their instruments, accessories, and music folders to school each day they have rehearsal or a lesson. Students are expected to make progress through class participation and required at-home practice. Students will also be expected to perform in two concerts annually. Students have the opportunity to audition for Jazz Band and Middle School Honors Orchestra.

### **7th & 8th Grade Concert Band**

Students enrolled in 7th & 8th Grade Band will continue to develop their individual instrument skills and concepts as well as ensemble skills and concepts. They will learn music history related to the literature they are performing as well as basic music theory. Students are expected to bring their instruments, accessories, and music folders to school each day they have rehearsal or a lesson. Students are expected to make progress through class participation and required at-home practice. Students will also be expected to perform in two concerts annually. Students have the opportunity to audition for Jazz Band and Middle School Honors Band.

### **7th & 8th Grade Orchestra**

Students enrolled in 7th & 8th Grade Orchestra will continue to develop their individual instrument skills and concepts as well as ensemble skills and concepts. They will learn music history related to the literature they are performing as well as basic music theory. Students are expected to bring their instruments, accessories, and music folders to school each day they have rehearsal or a lesson. Students are expected to make progress through class participation and required at-home practice. Students will also be expected to perform in two concerts annually. Students have the opportunity to audition for Jazz Band and Middle School Honors Orchestra.

### **Jazz Band**

Jazz Band is open to all students enrolled in 6th Grade Band, Orchestra, 7th & 8th Grade Band, and Orchestra. The only exception to this is students who play piano or guitar, who do not need to be enrolled in band or orchestra. Audition materials will be made available after the start of the school year from the school's band director. Students selected for jazz band will be introduced to the jazz genre in a big band ensemble. They will also continue to develop their individual instrument skills and concepts as well as ensemble skills and concepts. They will learn music history related to the literature they are performing as well as basic jazz theory. Students are expected to bring their instruments, accessories, and music folders to school each day they have jazz band rehearsal or a lesson. Students are expected to make progress through class participation and required at-home practice. Students will also be expected to perform in two concerts annually.

### **Middle School Honors Band & Orchestra**

Middle School Honors Band & Orchestra is open to all students enrolled in 6th Grade Band, Orchestra, 7th & 8th Grade Band, and Orchestra. Audition materials will be made available after the start of the school year from the Middle School Honors directors. Students selected for Middle School Honors Band & Orchestra will develop more advanced individual instrument skills and concepts as well as advanced ensemble skills and concepts. The music selected for Middle School Honors is typically more challenging than that of the 7th & 8th Grade Ensembles, therefore requiring a greater practice and rehearsal commitment from the students. Rehearsals will take place either after school or in the evening. The Middle School Honors Band & Orchestra perform in two concerts and an adjudication festival performance every year.