

East Hanover Middle School



Program of Studies



The East Hanover Middle School is dedicated to providing all of our developing adolescents with a rigorous academic program in a student-centered, fully inclusive, supportive and nurturing environment. We recognize that the middle school years are often challenging, interesting, and full of infinite possibility. Each year, our highly professional and committed faculty delivers an exciting, relevant, and engaging academic program to our students. Technological integration is a significant focus, students have the use of three mobile computer lab carts as well as a permanent computer lab. Additionally, SMART Boards© are integrated into the instructional program to allow our students to continue to increase their technological abilities. Our teachers fully utilized new software-based programs, academically supported websites, and on-line texts to enhance their daily lessons.

The teachers on each team work collaboratively to develop interdisciplinary learning experiences for our students; communicate with students' families; and support students both academically and emotionally. The team approach allows us to focus on the whole child, and promotes effective strategies to help those students who need additional guidance and academic assistance. Student support services are readily available through our guidance counselor, school psychologist, basic skills teachers, gifted and talented program coordinator, and registered nurse.

Our students continue to make a positive difference in the community by raising money for charity, participating in our active service-oriented Kids Care Club, and conducting food drives for those in need. Our peer-mediators are professionally trained to solve conflicts between students, and do whenever needed. Character Education is emphasized through poignant assemblies, integrated and infused classroom programs, and positive reward and recognition systems. Students may also participate in other extracurricular academic programs such as ROGATE, The National Geographic Association's Geography Bee, Spelling Bees, Forensics Team, and the Math League.

We are always proud to offer strong related-arts and athletics programs. Students take courses in test taking, problem solving, technology, industrial arts and technology, music, art, world language, physical education, and health. With our unique cycle schedule, students are able to have diverse experiences as they sample these areas. Since middle school is a time to try new things and explore new interests, these opportunities successfully, meet our students' developmental needs. Our band, choir, and extracurricular performance groups

regularly perform for members of our community, and we are proud that they represent our school at various functions. Our students are also very active in athletics. Our many athletic teams compete with surrounding towns, and are successful in promoting teamwork, sportsmanship and cooperation.

East Hanover Middle School values our students' families, and consequently provides many opportunities for parental input and involvement. Our Parent Teacher Association and the East Hanover Education Foundation are very active in supporting the many programs that the school offers. We regularly have meetings with our School-Based Planning Team and Parent Principal Liaison Committee, both of which are designed to formally garner parental input and constructive suggestions for programmatic improvement. These programs represent just a few of the ways our families become an active part of education in East Hanover. We believe that effective partnerships are necessary to provide our students with a well-rounded program. This is a challenge we work to meet everyday. We urge you to review the information in this brief description of the fantastic learning opportunities your child will experience at EHMS. If you have any questions or comments, feel free to contact us at any time.

With Great Respect,

Joseph L. Ricca, Jr. MEd, MA, Principal

Stacie Costello, MA, Assistant Principal/Director of Technology

6th Grade Mathematics

The sixth grade mathematics curriculum expands upon the students' understanding of whole numbers, decimals, fractions, number theory, data analysis, proportional relationships, geometry, integers and probability. Students are introduced to algebraic concepts such as inequalities, word phrases into equations and solving two transformation equations. Standards based test preparation is embedded into the lessons for all topics, thus helping students to be better prepared for success on standardized tests. The course also extends the topics through the use of manipulatives, computers, small group and individual projects, all of which contribute to the acquisition of essential mathematical skills. The course ensures that all students will have the opportunity to succeed with problem solving and critical thinking strategies designed to reach students of all learning styles and skill levels.

6th Grade Language Arts Literacy

The sixth grade communication arts program focuses on developing each student's reading, writing, listening, and speaking abilities through critical reading and cooperative learning. The literature-based program includes literary forms of fiction, non-fiction, poetry, drama, short stories, and oral tradition. In depth, literary analysis using the elements

of fiction and poetic analysis play a major role in the program. Vocabulary development is fostered through a specific program, which includes words from various selections. Independent reading in the form of monthly book talks is required for all students along with a back-up book once the required reading is completed. An independent reading book is required at all times. Summer reading includes a selection of your choice from a compiled sixth grade list, in addition to Hoot by Carl Hiaasen.

The writing program encompasses a variety of writing modes, such as descriptive, narrative, persuasive, and expository. Students are encouraged to follow the writing process, including self and peer revision. The New Jersey Holistic Scoring Rubric is used for evaluation and assessment. Written assignments and oral expression stress mastery of sentence structure, voice, usage, grammar, and mechanics. Students have the ability to access the online textbook using individual usernames and passwords.

6th Grade Earth Science

The curriculum for grade six follows the New Jersey State Core Curriculum Content Standards. The Science focus in the sixth grade is learning *how* we learn about the world and *how* to use the Scientific Method in thinking and problem

solving. The program emphasizes Earth Science and an introduction to Life Science. It also familiarizes students with Scientific Inquiry and the Science Process by building a conceptual understanding of the following science process skills: observing, classifying, measuring, communicating, inferring/predicting, controlling variables, representing data, and experimenting.

Course contents in Earth Science include the following: **The Earth-Moon System**; the Tools of Astronomers, Earth and the Sun, The Moon in Motion, **The Solar System & Beyond**; The Inner Solar System, The Outer Solar System, Stars, and Galaxies and Beyond, **Earth's Moving Crust**; Moving Plates, Earthquakes, Volcanoes, **How Earth Changes Over Time**; Making Mountains and Soil, Erosion and Deposition, The Rock Cycle and Geologic Time. Life Science introduces **The Kingdoms of Life, Ecosystems, From Cells to Organisms, and Inheriting Traits**.

Multiple assessment strategies are used to evaluate and promote student learning. They include the following: discussions, lesson reviews, lab activities, homework assignments, projects, portfolios, inquiry skill builders, reading in science activities (strategies & skills to help understand science, includes interpreting graphics), writing in science, current events in science, lesson extensions for enrichment purposes, technology use, research, care/use/parts of compound

microscope, lab safety, and chapter tests.

6th Grade Social Studies

The curriculum for 6th grade follows the New Jersey State Core Curriculum Content Standards focusing on World History. Instruction is designed to meet the middle school students' physical, intellectual, emotional and social maturation stages and needs. Differentiated lessons enable each student to achieve success based on his/her personal learning style and strength while providing opportunities to enrich and nurture those areas not easily utilized.

Throughout the year, as each civilization is explored, the strands of citizenship, culture, community, geography, government and history are incorporated into each unit of study. Students study world history and regularly make connections to their contemporary world through current events, the electoral process and modern geography with its related news issues.

The students begin the year identifying and strengthening geography skills. From this foundation, they focus their endeavors on the study of early man applying the skills of archaeologists in related activities such as classroom digs and forensic anthropology. Following this, the students progress through the study of river valley civilizations. These include Mesopotamia, Ancient Egypt and Nubia, Ancient China and

Ancient India. The students explore the world religions of Judaism, Christianity, Hinduism, Buddhism and Islam, in the course of these units. The students continue their study of world history in units related to Ancient Greece and Rome.

Following the decline of the Roman Empire, the curriculum examines the medieval world. The Byzantine Empire and Ancient Arabia round out their course of study.

Through interdisciplinary units of instruction, students have the opportunity to enrich their knowledge of art history and music related to the period of study. Additionally, peer teaching enables the students to meet their academic and social needs by receiving instruction from upper class students. Research and technology skills are also components of their work through Web quests, living biographies and PowerPoint presentations.

7th Grade Mathematics

The seventh grade math curriculum is designed have the students apply previously learned mathematical concepts and computational skills to solve various types of problems covered in the Holt text (Math Course II) Topics to include pentominos, order of operations with numerical and algebraic expressions, exponents, scientific notation, percents, integers, rules of divisibility, greatest common factor, least common multiple,

square roots, factorials, solving multi-step word problems, and all functions on the calculator. The methods of solving one and two transformation equations and coordinate graphing are important concepts covered as well. The calculating of the perimeter of a rectangle, square, triangle, the circumference of a circle, the area of a rectangle, square, parallelogram, rhombus, triangle, trapezoid, circle, the volume of a prism, pyramid, cylinder, cone sphere, the Pythagorean Theorem, and basic knowledge of geometry including points, lines, planes, classification of angles and triangles along with their notations are covered the second half of the year. Use of the protractor and compass are also part of this year's curriculum. A great deal of emphasis is placed on the format used to answer open-ended questions.

7th Grade Pre-Algebra

All the topics covered above in greater depth and at a faster pace with a greater emphasis placed on their algebraic implications. The solving of all types of equations, inequalities and their graphs using whole numbers, integers, fractions, and decimals are covered throughout the year. The distributive property and the use of like terms are also applied to equation solutions.

7th Grade Language Arts

The seventh grade Language Arts curriculum concentrates on developing students' ability to write for different purposes. These purposes include expository, descriptive, speculative, persuasive, and fictional narrative writing, which also includes dialogue, friendly letters, and poetry. Students are expected to learn and apply writing techniques such as engaging beginnings, clear and concise details, strong conclusions, revising and editing, transitional and vivid vocabulary, and organized sentence structure to further their writing skills. Additionally, the eight parts of speech, four types of sentences, homophones, quotation marks, subjects and predicates, and kinds of sentence structure are discussed and explained so that students may correctly synthesize these skills in their writing. Through the use of interactive writing and guided practice, students are able to master the seventh grade curriculum and prepare themselves for the eighth grade.

7th Grade Reading

The seventh-grade reading program is literature based and focuses on reading, writing, listening, speaking, and vocabulary. At this level, students are guided through a variety of fiction and nonfiction novels, short stories, and poems, covering a multitude of genres. The literature read

encompass a wide variety of abilities and interest levels. Most stories are covered through a literary analysis approach, incorporating many different activities to enhance and extend reading comprehension. An Independent Reading program, which is shared with the Language Arts class, is also incorporated into the 7th grade-reading program. Students are given the opportunity to read novels of choice, monthly, in order to encourage and foster the love of reading. Oral presentation skills are practiced and critiqued throughout the year within the parameters of the monthly Independent Reading follow up oral presentations.

Vocabulary development, another component of the reading program, is fostered through a formal vocabulary program that begins in the sixth grade and continues through high school. Strategies for word recognition and determining word meaning are reinforced. The use of the new vocabulary words is encouraged in written follow-ups to novels and short stories, recognition in Independent Reading selections, in addition to the Language Arts classes. Cross curricular projects and novels which focus on the Revolutionary War are completed in conjunction with the Social Studies and Language Arts classes, as well as with the media specialist, culminating in a 7th grade field trip to historic Philadelphia. Throughout the year students, continue to work to improve test taking skills and written responses to open ended

questions, using test-taking materials. The NJASK open-ended response scoring rubric is used to assess the written responses. Students must also demonstrate critical thinking skills and cooperative learning skills in activities and requirements for the course.

7th Grade Life Science

The Science program in Grade 7 is a lecture- and discussion-based course in Life Science (Biology). The curriculum begins with a review of Scientific Methods, Characteristics of Living Things, and proceeds to Ecology, Cell Biology, the Microscope, Genetics, Natural Selection, and concludes with an overview of Human Body Systems. Through discussion, projects, analytical assignments, and lab work, students build on their previous knowledge to create an integrated understanding of the complex and dynamic nature of living systems. Lessons are structured to correlate with the Holt Life Science text and the New Jersey Core Curriculum Content Standards for Middle School Science.

Students will be required to keep an organized notebook of all course material; participate in labs, home-based projects, and class discussions and activities; and use the knowledge they have gained to address more complex problems and situations presented in class and by current events. The goals of the

course are (a) to provide students with a deep understanding of the purpose and methods of scientific investigation, (b) to give them sufficient academic background and critical thinking skills to deal effectively with issues like personal health, the environment, public welfare, economics, and sociology, and (c) to increase the demands and rigor of their academic experience in preparation for 8th grade and high school.

7th Grade Social Studies

The United States History class taught in seventh grade is designed to cover from The World in 1500 to the end of the Civil War 1865. Underlying the curriculum is the premise that geography is the foundation of history. To that end, we review the basic water and land geographic terms that will be used during the year. We begin by discussing the various ancient peoples that came from Asia to the Americas and over time established many diverse Native American societies. Into this mix, the peoples of West Africa and Europe developed their own sophisticated civilizations. The return of the Crusaders from the Middle East spurred on the desire for goods from Asia which in turn began the search for an all-water route to the east and as a result the discovery of a totally new world. Using the thought provoking idea that we do not learn from our mistakes we discuss the treatment of the Native Americans by the Spanish

and Northern Europeans. By discussing the road to revolution and comparing it to revolutions in today's world, we can see that the desire to preserve peoples' basic rights is alive and well. A detailed examination of the United States Constitution, and how our government works along with the Bill of Rights, provides interesting projects and writing assignments. The remainder of the curriculum is divided into themes. Native American Relocation before and after the Jacksonian Era; reform movements; the hopes and challenges of immigrants; and the concept of Manifest Destiny and how it relates to the world today. We will end with the reasons for The Civil War - both economic and political, the major battles and hopes for the future as reconstruction began.

8th Grade Mathematics

Pre-Algebra

The Pre-Algebra course prepares students for both Algebra and Geometry at the high school level. Many of the topics covered have been introduced in previous math courses and are explored in greater depth. These topics include evaluating variable expressions; performing operations with integers; graphing on a coordinate plane; simplifying exponential expressions; writing and solving proportions; working with percents; calculating perimeter, area, and volume;

choosing and creating an appropriate representation for a data set; and calculating experimental and theoretical probabilities. In addition, the students will be introduced to basic algebraic concepts, such as evaluating algebraic expressions; solving multi-step equations; solving equations with variables on both sides; solving and graphing inequalities; graphing linear functions; and writing algebraic expressions and equations. Throughout the year, the students will apply these concepts to real-life situations by solving short answer and open-ended questions. Students will be provided with a TI-34 II calculator to use in class and at home. Pre-Algebra is offered to selected students in grades 7 and 8. Those who successfully complete the course will be fully prepared for Algebra I the following year.

Algebra I Honors

Algebra I is a high school, honors level math course. It is designed to prepare students for Geometry, Algebra II, Pre-Calculus, and Calculus at the honors level. Students must have successfully completed Pre-Algebra prior to taking this course. There is a significant amount of information covered throughout the year. Several topics include working with algebraic expressions; solving various types of equations; solving and graphing inequalities; writing and graphing linear functions; solving systems of equations;

simplifying exponential expressions; identifying and factoring polynomials; calculating probability; and graphing quadratic, exponential, radical, and rational functions. Students are required to extend the lessons and apply the principles taught in class to complete the rigorous assignments and challenging assessments. Students will be provided with a TI-34 II calculator to use in class and at home. Algebra I Honors is offered to selected students in grade 8. Those who complete the course will be fully prepared for Geometry the following year.

8th Grade Language Arts Literacy

The 8th grade language arts is a challenging, enhanced program which supports growth in writing, reading, speaking, listening and thinking skills, and it contains a strong core of writing instruction with a deep infusion of grammar basics. Using the New Jersey ASK writing rubric, students are guided through the writing process in various modalities including narrative, speculative, expository, and persuasive expression. Coupled with daily grammar lessons that parallel the writing assignments, students are able to practice their written communication skills with authentic applications. Ultimately, assessments range from conventional tests and quizzes to written essays, oral presentations, moving making, peer editing, small group activities, posters and visual

displays, peer tutoring, interactive language arts on-line sites, journaling, literacy instruction, and blogging.

Technology is a huge part of the curriculum and students do use Microsoft Word, Publisher, Moviemaker, and PowerPoint to complete written and visual components of assignments. Additionally, students are required to submit essays on { HYPERLINK "http://www.turnitin.com" } so that their written work may be judged for originality, and additionally some classes blog weekly on nicenet.org, responding to topical questions or forums of particular interest to the LA curriculum. Next, the language arts textbook can be accessed on-line from outside the classroom, and the text offers a separate on-line essay-scoring component aligned with the New Jersey State Core Curriculum Content Standards and Holistic-writing rubric. Last, students have the opportunity to use a Smart board to advance classroom lessons with true hands-on capabilities, keeping in step with technological changes both inside and outside of the classroom.

Classes on this grade level are also encouraged to work independently, and students are required to complete various essays, called Independent Writing, on their own using only basic skill-based instructions from the teacher. Students turn in their writing on a weekly basis and receive both

teacher and peer evaluations on their essays. The topics of each Independent Writing unit are specifically designed to complement the themes of areas being taught in the classroom at the same time.

Fortunately, students are also engaged in many cross-curricular activities, especially with the reading and social studies classes, as topics from other academic areas are examined, explored, and written about in language arts. Specifically, students will read *The Diary of Anne Frank* as the social studies classes delve into the history and battles of WWII, and will also enjoy *Speak*, a coming of age novel, which also supports the Character Education Program in East Hanover Middle School.

Conversely, there is specific classroom instruction geared toward the NJ ASK8, which is given in the spring of the 8th grade year. Test taking skills and lessons specifically attuned towards the types of writing assessments found on the test are accented. Students receive additional remedial instruction for this testing during their academic periods and the goal of the class is to prepare them for a proficient rating on the state testing.

The 8th grade program is a true culmination of middle school preparation in language arts, and serves as a solid foundation for the transition into high school literacy classes.

8th Grade Literature/Reading

In eighth grade literature, students will benefit from an analytical approach to reading that focuses on symbolic meaning, cultural and social significance, and critical thinking. With a focus on the short story, students will be encouraged to determine author's purpose and meaning. Students are exposed to many different types and genres of literature, as well as, acquire skills in identifying and using literary devices.

During the course of the year, students will work on a variety of exercises geared toward preparing them for the upcoming reading section of the NJASK assessment. The focus on this program is to not only allow practice in answering these types of questions, but to develop skills in the area of comprehension, analysis, and exposition. Students will be encouraged to develop their own opinions and perspectives and to defend their perspectives and opinions in both an open forum and through writing. This will help develop valuable oral and written communication skills that will aid students in the future.

Increasing the amount of vocabulary in which students can draw upon is always one of the goals of our reading programs here at East Hanover Middle School. In the eighth grade, students will be exposed to a variety of vocabulary words that they will be encouraged to use in everyday speech. A variety

of activities and strategies will be used inside the classroom to increase the interest level of the students in this area.

Eighth grade students can look forward to a year where they will increase their interest in reading by understanding what literature is really about, rather than the traditional comprehension based classes that they may be used to.

8th Grade Physical Science

The eighth grade science curriculum introduces students to the world of physical science. Lab equipment, safety, basic units of measurement, and how to write a lab report are addressed in the beginning of the year in order to apply them to the basic principles of chemistry and physics. Students study matter for the first half of the school year. During this time, learners study properties of matter, chemical and physical changes, and characteristics of elements, compounds, and mixtures. In addition, students are introduced to the Periodic Table of Elements, atomic and molecular structure, and chemical bonding. After gaining an operational foundation in chemistry, students begin learning about energy. Topics include motion, heat, force, and machines. To conclude the year, a unit discussing global warming is completed.

Journals and laboratory investigations are used throughout the year to assist in complete

comprehension of the ideas covered. Students synthesize their learning through small group and individual projects, lab reports, tests, and quizzes. The eighth grade science program provides a smooth transition for entrance into high school science courses.

8th Grade Social Studies **American History**

In eighth grade social studies, students will begin the school year with a comprehensive review of the United States Constitution, focusing on the first three articles. The content covered in social studies will encompass American history from the period following the Civil War through the present day. Some of the other topics that students will cover are the physical geography of the United States, as well as individual civic responsibilities, and historic Supreme Court cases.

Students can look forward to a myriad of cooperative learning exercises and projects such as battle-charts, advertising posters, and political slogans. Students can also anticipate completing a project that will challenge them to research and report on their family's ancestry.

The eighth grade Social Studies curriculum will culminate with a strong civics and geography foundation, as well as, providing students with a concrete understanding of the last two centuries.

Visual Art

The art course offerings at East Hanover Middle School are aligned with the New Jersey Core Curriculum Content Standards for Visual Arts. The middle school art program is a concept-based, sequential curriculum that integrates the disciplines of art history, art criticism, aesthetics, and art production. Central to this approach is the focus on content that is derived from a broad range of the visual arts with an emphasis on what can be learned from works of art. The middle school art program is exploratory in nature offering three courses on a cyclical basis. These courses invite middle school students to become active participants in the world of visual art.

Visual Art Grade 6

In a thirty-six day cycle, students will experiment with a variety of media to create visual art. The elements of art, (e.g., line, space, color, value, texture, and form) are stressed in two-dimensional and/or three-dimensional work. Students will begin to apply art principles, (e.g., rhythm, movement, balance, proportion, variety, emphasis and unity) in their art expression. The development and application of basic techniques and skills are stressed. Students will express their ideas by using art as a form of communication. As students work toward an appreciation and

understanding of art, they will relate visual arts to various historical and cultural traditions. Students learn to respect their own ideas and artistic expressions and those of others as they analyze and evaluate works of art.

Visual Art Grades 7 & 8

During a thirty-six day cycle in either their seventh or eighth grade year, students continue building on the exploratory experience. This course offering is designed to assist students in gaining more meaningful experiences with art. An inquiry approach provides the students with a foundation for understanding and appreciating the visual arts and their relationship to society. Time together includes the study of a broad range of artistic styles, media, and ideas from past and present cultures. The students participate in aesthetics, art criticism, art history, art production, and interdisciplinary activities that promote visual literacy. Emphasis is placed on further developing craftsmanship and presentation of artwork. Students are encouraged to pursue art classes at the high school level.

Industrial Arts & Technology

Sixth Grade Industrial Arts (Wood Working 101)

Sixth grade experiences a thirty-day cycle course in basic woodworking. The course looks at trees and lumber as a natural

resource that can be used to manufacture items needed by humans.

Students will construct a small piece of furniture using a combination of hand and power tools. Wood selection, hand and power tool safety and proper technique will be covered in the course. The project will be measured, cut, shaped, and assembled using metal fasteners. The finishing process will include smoothing using various abrasive papers. All sixth graders will know the abrasive grit system and how to pick the correct sequence of grits for a final smoothing. The sanded projects will then be either clear coated or painted. The use of non-toxic paints and clear finish will be stressed.

Seventh Grade Technology and Industrial Arts (Co2 Racecars)

Students involved in Co2 Racecar activities are exposed to a variety of design and building concepts. They will construct a concept, design and working drawings of the car they will build. They then make a 3D foam model from their plans. If the model is satisfactory, a wood body car will follow. The entire plan and car is measured using the metric system for both linear and weight measurements. After the car has been shaped and smoothed the fun begins, painting and detailing the car is one of the most popular sections of the project. With the use of spray

and brush painting equipment students personalize their car to their own liking.

By the time this project is complete students have been exposed to problem solving, engineering, Newton's Laws, aerodynamics, friction, acceleration and multiple tool use. This is a project that uses the mind and hands on an equal basis.

Health & Wellness Education

6th Grade

Sixth Grade Health is designed to start leading the students toward self-exploration. We start the cycle by understanding self-esteem, confidence levels, and how we can keep our self-esteem high. Intertwined in this unit are opportunities to focus on life skills such as effective communication, making conversation, being assertive, and handling strong emotions. Competency in these skills lowers a student's chance of becoming involved with the gateway drugs (tobacco, alcohol, and marijuana), which are also evaluated in class. The students then learn about healthy lifestyles in terms of nutrition and exercise. We look at ways to make changes in our existing lifestyles to create healthier habits, and understand the essential nutrients our bodies need. Lastly, the sixth grade students are introduced to topics in our Family Life unit. This includes learning the methods of

transmission, behaviors associated with, and safe forms of contact concerning HIV/AIDS. The students discover the ways their families support them and the importance of valuing their families. We also discuss the physical and emotional changes that accompany puberty and adolescence, as a part of normal growth and development.

7th Grade

A part of seventh grade Health focuses on fundamental values important to all adolescents as they develop. We review many aspects of relationships the students are engaged in: peer pressure, the importance of friendships, diversity, stereotyping, labeling, and sexual harassment. The students examine their own values to evaluate how far they are willing to go for their friends while also examining societal norms. The students learn to identify anorexia and bulimia through signs and symptoms, and understand the causes and health effects associated with them. We examine what it means to be “healthy” and look at the underlying reasons for eating disorders. We discuss in more detail the effects of each gateway drug, and how not “everyone is doing it”. Lastly, the students explore how HIV/AIDS affects the body and why it is so difficult to treat. We review safe methods of contact and focus on abstinence as the best way to stay safe. The students learn the male and female reproductive systems, and

explore conception, development of the fetus, and the birthing process.

8th Grade

In this final year of Health, students examine the effect of the topics we study on themselves and our society. Where appropriate, students challenge societal values and evaluate their own. We look at ways to identify and handle stress, long-term effects of stress on the body, and how stress can lead to violence. As we identify various forms of violence, we explore the phenomenon of desensitization and its effect on us. Students then delve into the obesity epidemic and the unhealthy trends that are affecting all of us. We examine portion sizing, drinks, and food labels looking for ways we can change our lifestyle to incorporate healthy decisions. In our drug unit, students identify drugs by group, understanding the impact they have on the central nervous system and brain, and reasons why young people abuse drugs. We research the prevalence of drug abuse and use the information to understand it is OK to say no. Our Family Life unit focuses on a review of HIV/AIDS, the methods of transmission, fluids that carry the virus, and safe and unsafe forms of contact. Abstinence is stressed throughout the unit, especially as we assess STDs, teenage pregnancy, and emotional consequences of early sexual activity. Throughout the cycle, students are challenged to think for themselves, to empathize with others, and to make good

choices as they prepare to enter high school.

Foreign Languages

6th Grade Spanish

This is an introductory course to the Spanish language and its culture. In a 30-day cycle, students are able to get a feel for what their Spanish learning experience will be like. The course lays the groundwork of the language through communicative experience, written work, and cooperative learning. It includes oral assignments and writing in the target language at an age-appropriate pace and structure. The course will prepare students for a more in-depth exploration of the language in the 7th and 8th grades.

7th Grade Spanish

In this, full year course students begin a more thorough study of the Spanish language and its culture. It emphasizes communicative target language experience, while also incorporating essential grammatical structures. Students also encounter a wide range of cultural experiences that will further expand on their knowledge of the Spanish language and their understanding of Spanish concepts and ideas. The course allows students demonstrate their level of target language proficiency through writing assignments as well as individual and group projects that are oral, written and presented. The course comprehensively prepares

them for their 8th grade Spanish class.

8th Grade Spanish

At the 8th grade level, students review grammar and vocabulary from the previous year and it culminates with the study of new concepts. Students are also at a more advanced level of listening, speaking, reading, and writing. Students are expected to develop a greater proficiency and fluency in the target language. The text is divided into topics such as time & weather, classroom objects, the family, animals, sports, clothing, the restaurant, the city & transportation, etc... This will provide students with a more highly developed and concentrated vocabulary. At this level, we will cover all regular & irregular verbs in the present tense, constructions with the verbs to go and to have, and the verb to like. The students will be ready and eager to begin high school Spanish with their knowledge gained in 8th grade. The final average is based on performance in all areas of the language.

6th Grade Italian

This course is a five-week program that introduces the students to the Italian language and culture. It prepares the students to communicate with each other through teacher created dialogues and to write simple conversation at a comfortable pace for their age group.

Students are taught by thematic units and by the end of the course, they will be able to talk about themselves and others using the days of the week, months of the year and the numbers. They will also be able to describe their classroom with all the classroom objects and colors. Students will be introduced to some grammar such as the definite and indefinite articles. The course will prepare the students for a continuation of Italian 7 and 8.

7th Grade Italian

Italian 7 introduces the students to grammar, vocabulary and verb expressions as well as to the Italian culture. Students will be taught by thematic units and by the end of the year, they are expected to become proficient in oral and written communication. They will know how to write compositions using the verbs correctly in the present tense. They are also introduced to the Italian culture, which is an important part of learning about a foreign language and society. All students will demonstrate his or her knowledge about the topic learned by preparing projects about the different concepts mastered. Students need to complete the seventh grade in order to enroll in the eighth grade.

8th Grade Italian

Italian 8 is a continuation of Italian 7. This course is a review of the Italian 7 except at a higher level. Students

are continuing to become more proficient in oral and written communication that involves higher levels of expressions and of thinking skills. They are also required to communicate in the target language and to develop a better fluency for oral and written communication. Individual and group projects about the topics learned continue to be an important part of their work.

Gifted Education and School-Wide Enrichment

The EHMS enrichment program brings specialized services to the most academically advanced students, as well as, innovative programs that serve to enhance the educational experience for all students. All students are potential contestants for school-level competitions such as the **National Geography Bee** and the **Scripps National Spelling Bee**.

Identified gifted and talented students are invited to participate in the following programs:

ROGATE - (Resources Offered for Gifted and Talented Education) students conduct original research based on a hypothesis; attend Academic Interest Lectures; and may take the SAT.

eCybermission - a web-based science, math, and technology competition where teams compete for regional and national awards while working to solve problems in the community.

Math League - a national competition that covers a range of mathematical knowledge.

Stock Market Game - Starting with a virtual cash amount of \$100,000, teams strive to create the best-performing portfolio using a live trading simulation.

The following activities provide challenging experiences for the most academically advanced, motivated students. These programs may change from year-to-year. Examples include:

Sally Ride Science Club - a club just for girls who are interested in Math and Science founded by Astronaut Sally Ride.

TOYchallenge- challenging teams to design and create a toy or game.

National Science Bowl - an academic math and science competition plus a model hydrogen fuel car challenge.

Knowledge Masters - competing as part of an academic team in a series of online international knowledge-bowl-type meets.

Lexus Eco Challenge - identifying as a team a specific environmental issue (within a selected topic) that affects the community.

Innovation Generation - challenging teams to identify a

problem in the community and apply the scientific method to create an innovative solution to that problem.

Enrichment Cycles - Sixth Grade

A.M. (36 days)

Creative Problem Solving (CPS) - This class provides exercises and activities that empower students, working alone or in a group, to apply CPS to deal with the important situations and challenges they encounter in real life. Creative problem-solving provides for the application of a broad range of critical and creative thinking processes. CPS follows a six-step method. Each step of the problem-solving scheme has a distinct purpose. The steps are interrelated with one-step leading to the next. Students have an opportunity to apply CPS skills by redoing the game of Monopoly.

P.M. (30 days)

Test Taking Strategies - This course is designed to increase students' critical thinking abilities and test aptitude to develop their true potential. Students learn: fool proof methods for zeroing in on correct answers; key math rules, concepts, and shortcuts they need to know to take any test successfully; proven reading comprehension techniques; and practical methods for showing them how to realize their true potential. There are three

components: Language Arts, Math, and Test Taking Skills.

Instrumental Music

Instrumental Music is an elective course that offers the combination of one small group lesson and one ensemble rehearsal per week. In small group lessons, attention is given to developing individual proficiency and expanding the student's musical competence from beginning to advanced levels. Students are strongly encouraged to develop their individual skills and proficiencies through independent practice at home.

All students beyond the beginner level are required to participate in one of two ensembles. Each ensemble (Junior Band or Concert Band) will help students to develop a cooperative spirit in working with others to achieve a common goal. Students will gain performance experience in and outside of school.

Junior Band is for students above the beginner level. It offers students the opportunity to perform compositions of varied styles and complexities within the reach of their abilities.

Concert Band is for students at a more advanced level of proficiency. It offers more complex compositions to challenge and strengthen students individually and as a group.

Jazz Band is an advanced group that requires an audition.

This is in addition to the required ensemble. Students will learn to perform a variety of Jazz styles. All students will also learn the basics of Jazz improvisation.

All ensemble rehearsals are during independent study/academic reinforcement periods. Small group lessons are a pull out program with a rotated schedule.

Music teaches individual perseverance, problem-solving skills; enhance personal value, self-discipline, cooperative spirit and teamwork. Students will learn 21st century skills, which will prepare them for success in the competitive global economy.

General Music / Vocal Music

Introduction-The East Hanover Music Department is about creating rich musical experiences that are both culturally relevant and educationally sound. The vocal music has been steadily establishing a reputation that stands out by integrating technology. EHMS Music program is designed to help curious students explore both the instrumental and vocal realms of music with the expectation that with time, diligence, and passion each student is equipped to be all that he or she can be.

EHMS Singers- is a class for those who are enthusiastic and passionate about singing and singing with others. The focus of the group is to introduce everyone to the choral experience, which fosters teamwork,

and correct vocal training with age appropriate repertoire.

It is open to all sixth, seventh & eighth graders and meets once a week. Students are expected to perform in three major concerts a year. Sign-ups take place in September and January.

Sonic Oasis is a class where talent, excellence and dedication come together to make the extraordinary. This group is an auditioned group for sixth through eighth graders. The focus of this group is to build, stretch, and mold the vocalists musically by teaching ear training, proper vocal technique and performance etiquette through a much more challenging repertoire. Each student must maintain a certain GPA while balancing a schedule of performances. In addition, members are expected to model the school wide character pillars in school and out.

6th Grade- History of Rock and Roll explores and discovers the four crucial elements that went into making this great American music. The students uncover the contribution made by pioneers such as Chuck Berry, The Beatles, Kiss, Run-DMC and the Boss to name a few. This six-week course jammed packed with 50 years of our rich and exceptional history, yet it bridges the gap to help students understand how it relates to their contemporary music.

7th grade- Music Composition is a seven week course that teaches the ABC's and 123's of music. This class is important to understanding the mechanics of music in a fun and enjoyable way. Each student works at their own level, from beginner to advanced, to push the boundaries of their musicality. Students will learn how to read, write, count and even compose a song with help of my proven music software.

8th Grade-Great Composers

This course seven-week course explores the great composers of classical music, jazz and today's top contemporary artists. The students will engage in three major projects that ignite the imagination and creativity of each student.

Special Education Related Services & Support

The East Hanover Middle School Special Education Department is committed to providing appropriate programs, support and related services for *all* students.

Our special education department offers in-class support, replacement classes, and individualized programs that meet the needs of each student.

There is a full-time School Psychologist on staff who interacts with parents, students, and staff to monitor each child's progress toward their established goals.

All students receive as much instruction as possible in the regular education classroom working toward the NJ Core Curriculum Content Standards with appropriate modifications and support.

Other related services include physical therapy, speech and language services, occupational therapy, and counseling are available as deemed necessary.

Library Media Center

Computer Literacy

East Hanover Middle School is committed to teaching our students to be responsible users of technology. This includes lessons in Internet Safety, avoiding plagiarism,

and learning basic technological trouble-shooting techniques.

All East Hanover Middle School 6th graders have a 30-day special cycle class in Computer Literacy. The topics covered include keyboarding, Microsoft Word, Microsoft PowerPoint, Inspiration, Internet searching, and presentation skills. We review proper file management and organization techniques. The class emphasizes long-term skills needed for creating reports and doing research for other Middle School projects.

In addition, computer skills are integrated throughout the year in a variety of methods with other academic and special classes. This includes multimedia projects, blogs, and online essays.

Library Skills & Study Skills

All East Hanover Middle School 6th graders have a 36-day special cycle class in Library and Study Skills. In Library Skills, we review the Dewey Decimal system; learn to use the OPAC catalog, and selecting different reference materials. The Study Skills program emphasizes developing and practicing life-long skills such as organization of study materials, time management, and setting goals to improve academic achievement.

Physical Education

The physical education curriculum is designed to provide students with a wide variety of physical activities, cooperative activities, and teamwork and learning experiences. These skills will help them adjust to their own changing bodies, and prepare for a lifetime of healthy and active living.

Classes meet daily during two cycles each year. Each cycle runs for 36 days. All students must have appropriate footwear and clothing each day, so they can fully participate in the activities of the day. Changing each day promotes healthy personal hygiene habits. T-shirts, shorts or sweats, and sneakers are required.

General outcomes that are desired for all grade levels include good sportsmanship; enhance cardiovascular efficiency, improved strength, flexibility, and coordination. In addition, students continue to develop their fine and gross motor skills. Students should gain an appreciation and knowledge of different sports and activities, and respect for individual differences.

P.E. Survivor is an innovative unit that is done at all three grade levels. The unit encompasses cooperation, respect, and understanding others' strengths and weaknesses. Cooperative games and challenges involve creative problem solving. This unit promotes

kindness, honesty, trust, and teamwork, while helping students to overcome their fears of failure, of looking bad, and of getting hurt.

6th Grade

General objectives for the sixth grade include the acclimation of expectations to middle school physical education versus that of elementary school physical education. This allows the students to become accustomed to changing their clothes each day for physical education. In class, students also develop a foundation of skill level in sport and activities; they develop muscular coordination, they realize the nature of team involvement, and become conscious and begin to appreciate of the different level of ability in others.

The students are exposed to individual and team activities that include but are not limited to soccer, flag football, ultimate Frisbee, fitness testing, physical fitness, basketball, floor hockey, volleyball, rock climbing, cup stacking, and ping-pong, softball, badminton, and bocce ball. They are also exposed to an extensive unit in cooperative games and activities (P.E. Survivor) to promote teamwork and cooperation.

7th & 8th Grade

General objectives in both the 7th and 8th grade focus on building onto the foundation of skill level introduced in 6th grade. Students are introduced to advance skills in both team and individual activities. In addition, the students begin to learn the strategy of game play in different areas. The students continue to lay the groundwork to grow into healthy active adults that appreciate the importance of being physically fit. They develop a deeper understanding and knowledge of the sports and activity that they participate in during class through studying the history and of the rules. The students are then assessed at the conclusion of each activity through a quiz.

The students are exposed to individual and team activities the include but are not limited to soccer, flag football, ultimate Frisbee, fitness testing, physical fitness, basketball, floor hockey, volleyball, cup stacking, ping pong, archery, softball, badminton, and bocce ball. Students are also exposed to an extensive unit in cooperative games and activities to promote teamwork and cooperation.

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