

Program of Studies



2025-2026

John H. Walker Middle School - Grades 7 and 8

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The Nutley School District will not discriminate on the basis of race, color, religion, national origin, ancestry, age, political affiliation, sex, armed forces liability, physical handicap, or social or economic status in its educational programs or activities and employment policies as required by Title IX of the Educational Amendments of 1972 and NJAC 6:4-1.1 et. seq.

Principal's Introduction

Parents, Students, Community Members,

Welcome to John H. Walker Middle School! Here at JHWMS, the faculty and staff are committed to providing a supportive environment in which all students can reach their full potential. Our goal is to promote academic and social growth for all students, while maintaining productive school/home communication. In supporting this goal and helping to ease what is often a difficult transition, JHWMS operates as a true middle school. Middle School is the most critical time in a child's life. Children at this level go through more changes physically, psychologically, and emotionally than at any other point in their education.

Middle school is the time for more independence while preparing for the challenges of high school. In order to do that, students will be in one of three groups per grade level. Within these groups, students will acquire the skills necessary to do their job: learning!

Advisory is another component of middle school in which students have the opportunity to engage in social emotional learning as well as college and career readiness activities. Throughout the year, small groups will meet with a staff member for mini-lessons.

Our motto for middle school students is "All roads lead to success!" Therefore, our groups are named after the various streets in Nutley that lead to Walker Middle School. The group names are listed below.

Vreeland Group 7
Chestnut Group 7
Harrison Group 7

Harrison Group 8
Park Group 8
Centre Group 8

This catalog is a valuable reference manual for students, parents, and school personnel actively involved in curricula planning at John H. Walker Middle School. It is a complete guide to the possible course offerings at the middle school. Each department has described its specific course offerings, highlighting the chief components of each course. Planning an individual student's middle school program of studies demands a cooperative effort between home and school. The courses at John H. Walker Middle School provide students with many opportunities to meet their educational needs.

Please understand that final decisions regarding the actual offerings of any particular course for the school year will be dependent upon enrollment and budget constraints. Therefore, not all classes listed in this catalog are guaranteed to run every school year. Adaptations may be made due to hybrid or virtual learning, if those become necessary.

The middle school teachers and staff strive to offer the students meaningful learning experiences to promote academic and social growth. By doing so, students will be better prepared for high school and beyond.

Sincerely,
Joseph Materia
Principal

Middle School Model

Rationale

Middle School is the most critical time in a child's education. Children at this level go through more changes physically, psychologically, and emotionally than at any other point in their education. Therefore, it is imperative that a middle school has the proper system in place to educate and prepare children to learn and become productive, responsible adults.

A true middle school is one designed to meet the needs of its students and is defined by several key features. It is to be a transitional, yet unique, phase between elementary school and high school. As such it is structured with an understanding of the social, emotional, and academic needs of the emerging adolescent. It is one in which all of its components, philosophy, organization and program, are guided by one overarching goal – the needs of the young adolescent. It should not look like an elementary school or a high school – it should be its own entity, a middle school that prepares students to move from one level to the next.

Grouping

What is Grouping?

In grouping, students are heterogeneously grouped with a core team of teachers who combine their resources, interests and knowledge to meet the unique needs of our emerging adolescents. Most students on a team will have the same language arts, mathematics, science, and social studies teachers. Students may interact with students from other teams throughout the day during lunch periods, electives, physical education/health, and world language.

Why Grouping?

- Promotes a sense of belonging within a group
- Allows teachers to notice changes in behavior and address individual needs
- Allows teachers to educate the whole child
- Provides common time for group/classroom guidance activities with counselors
- Allows for interdisciplinary units, and assemblies without disruption to entire school
- Enables parents to communicate and monitor student progress with the four core teachers via a common team meeting time
- Helps teachers know their students and their needs better
- Enables teachers to implement interdisciplinary instruction, student incentive, and recognition programs
- Provides meeting time where teachers may
 - discuss academic, social and behavioral concerns
 - monitor student progress in all academic areas
 - conference with parents

- coordinate homework, tests, quizzes, projects, and interdisciplinary units
- consult with support personnel (counselors, school nurse, child study team) regarding individual student concerns or issues
- support each other through shared goals, intellectual stimulation and better communication
- work collaboratively to create cross-curricular activities
- evaluate teaching strategies and techniques through daily collaboration with team members

What do John H. Walker Middle School Groups Look Like?

- Use the term ‘group’ instead of ‘team’ to eliminate the idea of a competition between groups. Students should feel like they are part of something not better than or worse than someone else.
- Each group consists of:
 - One general education teacher from each core area (English, mathematics, science, and social studies) and a special education teacher.
 - Core teachers meet to:
 - Discuss students’ strengths and weaknesses, progress, successes, and concerns
 - Plan curricula, activities, and projects
 - Communicate with parents about educational positive and negatives
 - Review assessment data

Advisory Groups and Social Emotional Learning

Advisory groups are small groups of students who meet with an assigned staff member on a regular basis for mini-lessons. Lessons can include social-emotional, academic needs of the students, and may cover topics such as character development, organizational skills, time management, anti-bullying and career awareness/planning. The RULER program and curriculum increases the robustness of the social-emotional component. RULER is an approach to social and emotional learning that teaches the skills of emotional intelligence (Recognizing, Understanding, Labeling, Expressing and Regulating) and includes everyone in the school community. Students meet in groups with their advisors up to twice per month to engage in these social emotional learning activities.

Bell Schedule

The following schedule is for a general day of school. Adjusted schedules such as, single-session days, delayed opening, will be found on our website and the [Parent/Student Handbook](#).

ZERO PERIOD	-	7:24	-	8:10
ENTRY BELL	-	8:10		
PERIOD 1	-	8:16	-	9:02
PERIOD 2	-	9:05	-	9:51
PERIOD 3	-	9:54	-	10:40
PERIOD 4	-	10:43	-	11:29
PERIOD 5	-	11:32	-	12:18
PERIOD 6	-	12:21	-	1:07
PERIOD 7	-	1:10	-	1:56
PERIOD 8	-	1:59	-	2:45
DISMISSAL	-	2:45		

1:1 Chromebook Program

The focus of the 1:1 Chromebook Program in Nutley Public Schools is to prepare students for their futures in a world of digital technology and information. As we navigate the 21st century, excellence in education requires that technology, including access to the Internet, be readily available and seamlessly integrated throughout the educational program. The 1:1 Chromebook initiative provides students with a web-oriented learning tool that can...

- empower students with readily available resources and information,
- aid creativity and innovation,
- help students make informed decisions to successfully meet challenges and solve problems,
- allow for more authentic project and problem-based learning and inquiry,
- support organization and productivity,
- expand communication and collaboration opportunities within and beyond our classroom walls, and
- provide a means for more relevant, personalized learning.

Technology as a tool helps teachers create and present content and instruction that leads to more engaged, active learning. Technology immersion does not diminish the vital role of the teacher. To the contrary, teachers are critical to the effective use of technology in the learning process. To facilitate that,

we have put in place the support structure to enable our teachers to meaningfully integrate technology in curriculum, instruction, and assessments.

Important: Please refer to the [NPS 1:1 Chromebook Handbook for Students and Parents](#) for the most up-to-date information about the 1:1 Chromebook Program.

Chromebooks with snap-on cases and chargers were distributed to students in elementary school. Students are to continue using the Chromebook and accessories that they were issued in elementary school, and complete all annual paperwork/documentation and insurance fees.

Important: Technology paperwork and insurance payment recur on an annual basis.

Do not tamper with the Nutley Public Schools logo, identification tag, or asset tag on the Chromebook.

Technology Documents, Paperwork, and Authorizations: All students and their parent or guardian must read, accept and sign (as needed) the following paperwork/documents before they can utilize any school technologies (see *Policy 2361* regarding Consent Requirement). These authorizations must be signed on an annual basis at the start of each school year:

- NPS Board of Education Policybook, including but not limited to the following technology-related policies and regulations:
 - 2361 Acceptable Use of Computer Network/Computers and Resources
 - 5513 Care of School Property
 - 7523 School District Provided Technology Devices to Students
- NPS 1:1 Chromebook Handbook for Students and Parents
- NPS District Provided Technology Device Form - *requires authorization, and includes the following:*
 - Technology Acceptable Use Agreement (AUA)
 - 1:1 Device Acceptance Agreement
 - Anti Big Brother Compliance

Authorizations can be completed online via electronic signature at the beginning of the school year when paying the annual insurance premium via [MySchoolBucks](#).

Annual Insurance Fee: The District requires Chromebook insurance to be purchased through Nutley Public Schools prior to deployment of the Chromebook to your child, and then paid annually as a recurring fee.

- Chromebook Insurance was \$30.00 for 2021-2022 school year; prices are subject to change. Insurance pricing is reevaluated on an annual basis. See Section 4 of the NPS 1:1 Chromebook Handbook for Students and Parents for more information about Repairs, Fees, and Insurance Coverage.

Pay for Chromebook Insurance with [MySchoolBucks.com](#) To get started:

1. Login to MySchoolBucks.com or create a new account by selecting Sign Up Today!
2. Make Sure your Students are Added to your Account
3. Visit School Store and Select Chromebook Insurance

4. Review and Agree to Terms
5. Checkout with your credit/debit card

School Counseling Services

The John H. Walker Middle School Counseling Department is dedicated to providing its students with a positive transition from elementary school through high school. The program is built upon the belief that each student is unique, capable of making a meaningful contribution to our society, and deserves every opportunity to attain self-fulfillment.

The role of the middle school counselor is to guide, advise, consult, and assist with a variety of issues that students, parents, teachers, administrators, and others may have. School counselors will provide assistance to core teachers during team meetings. The goals of the John H. Walker Middle School are:

- To provide school based counseling services for students with social and emotional issues through individual and group counseling, as well as assist students and families with accessing additional supports, resources and making community referrals as needed.
- To design and facilitate classroom guidance lessons on a variety of topics including social emotional skills, mental health and wellness, academic success and career planning.
- To assist students with personal and academic issues such as organizational skills, study skills, learning about self, identifying interests and abilities, and demonstrating those behaviors which lead to academic and personal success.
- To help students make educational and career decisions by learning about how to make decisions, identifying opportunities available to them, and beginning to identify goals and plans.
- To assist students in developing interpersonal skills, such as accepting differences in others, learning conflict resolution skills, and how to effectively communicate.

At the middle school level, counselors work very closely with teachers and parents in order to assist students in their academic success. Parents or guardians are expected to help steer the student in the development of a course of studies which will provide a smooth transition to high school. They should monitor the student's performance and progress. School counselors are a resource to both students and parents or guardians in the development and monitoring of educational programs and are available for consultation.

School Counselors: Alisa Gennace, Erica Petracco
Student Assistance Counselor: Joseph Cappello

6th Grade to 7th Grade Transition

The district provides many ways to help students transition from elementary school to middle school setting including:

- Parent Orientation Program
 - Parents will be presented with school expectations, course descriptions, and question and answer period
- Staff members and current middle school student visitation
 - Students will learn about expectations, school courses, picking electives, lockers, and gym from the perspective of current middle school students
- Seventh grade summer orientation program
 - Students from varying elementary schools will meet group teachers and fellow classmates
 - Students will get tours of the building.
 - Students will have team-building exercises with teachers and classmates.
- Summer letters from principal to parents and students
- Welcome letter to student from group teachers
- The first day of school
 - Go over schedules
 - Practice opening lockers
 - Advisory
 - Team building

For more information to assist the transition from elementary school to middle school, please contact the School Counseling office at 973-661-8879.

Scheduling Parameters

Course Levels

Moving to the middle school model affords all students the opportunity to be exposed to coursework in the four core subjects. Initial course level placement in mathematics will be based on common assessments, as well as, teacher input. Students and their parents or guardians wishing to change the recommended placement must initiate a review process by submitting a completed Petition to Change Course Level form and a letter from the student. In the letter, the student should identify areas of strengths and weaknesses and a plan to be successful in the course. Both of these are to be submitted to the building principal by August 1, 2025. A Petition to Change Course Level in a mathematics course may require successful completion of an assessment. Students in all other core courses will be grouped heterogeneously. This form is located in the appendix of this document.

Level Changes

The deadline for moving down a level in one of the accelerated mathematics courses is the end of the second marking period. It is recommended that all level changes be made in consultation with the counselor, teacher, department coordinator, and parent(s) or guardian(s). There must be an open seat in the requested course in order for the change to be made. Maintaining acceptable class size will be a priority.

In addition, the student is responsible for missed work. Grades follow the student when he or she makes a level change, with due consideration given to the weight of that grade.

Grading Parameters

Grade Level Promotion Requirements

The four core courses include language arts, mathematics, science, and social studies. If a student fails one or two of the four required courses, he or she may be permitted to attend summer school to pass the course. If a student does not attend summer school or does not earn a passing grade in either summer school class, he or she may be retained. If a student fails more than two core courses, he or she may be retained at the grade level.

If a student does not meet the course requirements in an accelerated mathematics course, or World Language course, he or she may be required to attend summer school and/or repeat the course.

Failures in courses may result in preclusion from participating in promotion exercises.

Numeric Equivalents

Grade	Grading Scale
A	94.0 – 100
A-	90.0 – 93.9
B+	87.0 – 89.9
B	83.0 – 86.9
B-	80.0 – 82.9
C+	77.0 – 79.9
C	73.0 – 76.9
C-	70.0 – 72.9
D+	67.0 – 69.9
D	60.0 – 66.9
F	Below 60

Process for Resolving Incomplete Grades

1. A grade of Incomplete (I) will be given only when there is just cause, (*e.g.*, work missing due to absence or illness). Otherwise, students are expected to submit work on time. While it is permissible to accept work that is late, students are expected to complete all work prior to the end of the marking period.
2. Students are expected to resolve incomplete assignments no later than ten (10) school days after the close of the marking period. Unresolved incomplete assignments will be automatically turned into a grade of zero (0) after ten (10) school days. Any grade of zero (0) earned on an incomplete assignment will be averaged in with the other grades earned during the marking period unless the work is completed. After ten (10) school days, the marking period average will replace the Incomplete (I) on the report card.
3. If an extension is sought due to extenuating circumstances, the student and parent are

responsible for contacting the department coordinator and providing the requested documentation.

Academic Awards

Honor Roll

To qualify for the honor roll, a student must earn no less than a B- in all courses.

High Honors

To qualify for high honors, a student must earn no less than an A- in all courses.

Presidential Academic Award

The President's Education Awards Program was developed to help principals recognize and honor those students who have achieved high academic goals by their hard work and dedication to learning. This award is given to both seventh and eighth grade students for achieving high honors in their academic subjects during the year.

Review of Credit – Summer School

The four core subjects are English, Mathematics, Science, and Social studies. If a student fails one or two of these four core courses, he or she may be permitted to attend summer school to pass the course. If a student fails more than two core courses, he or she may be retained at the grade level. Please note that if a student is in violation of the attendance policy, he/she may not be eligible to participate in summer school and be retained at the grade level.

In addition, students failing courses such as electives, World Languages as well as Health and Physical Education may be placed on social probation and precluded from participating in end-of-year activities, which includes the promotion ceremony.

Information about summer school will be available in the School Counseling Office. If a student fails any summer school courses, the student may be required to repeat the grade level.

Student Assessments

1. Students in grades 7 and 8 will be required to take the New Jersey State Learning Assessment (NJSLA) in mathematics and English Language Arts in each grade level. Students with scores that reflect partial proficiency in language arts or mathematics will be invited to attend a class after school to receive preventive remediation. Grade 8 students will also be required to take the New Jersey State Learning Assessment (NJSLA) in Science.
2. In addition to state and district mandated assessments, other evaluations are used to determine student proficiency in core curriculum content areas. These assessments may identify students who are not yet proficient in designated curricular areas. Also, the use of multiple indicators of

- a student's performance validates the student's need for additional assistance.
3. Students in grades 7 and 8 will take common assessments throughout their course work in all courses. Common assessments are designed to provide feedback on learning and instruction for students and teachers.

Communication

Student Progress

Parents can check student progress on an ongoing basis in the parent portal. Teachers may choose to contact parents, if needed, to discuss student progress. Report cards are available through the parent portal in Realtime at the conclusion of each marking period.

Telephone, video, and in-person conferences are available upon request. Teachers encourage communication as necessary throughout the school year. Parents or guardians are encouraged to contact the teacher or group to discuss student grades and assignments.

Career Planning

Through the Advisory Program as well as the Counseling Department, students will be exposed to possible careers. Students will also be given the opportunity to learn about varying careers that are based on interests. Career exposure and programming will be offered during the school year.

Homebound Instruction

At times, it may be necessary for a student to receive homebound instruction. Homebound instruction is determined by district policy #2412 and #2412.1, regulation #2412 and individual student's needs.

English Department

Department Description

The English/Language Arts Department at John H. Walker Middle School strives to develop knowledge, skills, and strategies for students in the areas of reading, writing, speaking, listening, and language. Teachers will support, coach, and guide their students as they engage in varied collaborative and independent activities. Students will strengthen and refine their skills as readers and writers, while reading and writing with increased rigor and depth using a reading and writing workshop approach. Students will participate in whole class explorations, as well as choice, independent reading and book club experiences as they analyze ideas within and across various texts and genres while utilizing text-based evidence to assert a claim and uncover their thinking about complex ideas. Teachers will utilize diverse mentor texts from varied perspectives and experiences to provide students with opportunities to empathize with, learn from, and reflect upon perspectives and experiences different from their own. Students will study the work of mentor authors and have opportunities for choice as they explore the writing process while writing arguments, narratives, and explanatory/informational pieces. Teachers will confer with students and provide actionable feedback throughout the learning process, both in reading and writing. These classroom activities will help prepare students for the demands of college, business, and life in a democratic society by providing them opportunities to think logically and express themselves clearly. The stimulation of each student's curiosity, creativity, and imagination through the study of various texts will assist students in making connections to their own existence.

Course Descriptions

Course Title:	English 7
Grade(s):	7
Prerequisites:	None

Course Description:
English 7 provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.
Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. As a reader, students will take part in the following unit explorations: Author Study Book Clubs, Becoming an Expert on a Topic, Interpretation Book Clubs: Theme, and Perspectives on Varied Issues. As a writer, students will take part in the following unit explorations: Realistic Fiction (Narrative), Writing: Informational, Literary Essay, and The Art of the Argument.
Through independent and shared experiences, students will continue to develop and strengthen their literacy skills through reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, and crafting varied writing pieces with elaboration, detail, voice, and conventions of standard English - including vocabulary, grammar, usage, and punctuation.
Teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in

individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

Course Title:	English 8
Grade(s):	8
Prerequisites:	English 7

Course Description:

English 8 provides students with an opportunity to engage in all five elements of language arts: reading, writing, speaking, listening, and language.

Throughout this course, students will explore, analyze, and synthesize ideas across a wide range of diverse texts in varied genres. As a reader, students will take part in the following unit explorations: Mystery/Suspense Book Clubs, Reading: Nonfiction Reading (A Study in Text Structure/Features/Point of View), Social Issues Book Clubs, and Argumentative Text Study. As a writer, students will take part in the following unit explorations: Suspense Short Stories, Writing to Inform Others (Research), Literary Essay: Analyzing Craft & Theme, and Argument Papers/Speeches.

Through independent and shared experiences, students will continue to develop and strengthen their literacy skills through reflective discussions, critical analysis of diverse texts from varied perspectives, refinement of research skills, and crafting varied writing pieces with elaboration, detail, voice, and conventions of standard English - including vocabulary, grammar, usage, and punctuation.

Teachers will assess the learners and provide feedback to support individual growth and achievement. Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning as readers and writers.

Course Title:	Introduction to Digital Writing
Grade(s):	7 or 8
Prerequisites:	None

Course Description:

This course will provide students with an opportunity to study varied writing techniques while utilizing digital tools to organize and/or publish their writing. Students will consider ways that digital platforms and environments create opportunities for writers to engage multiple audiences. They will focus on how the organization and integration of visual text features and print-based text can help shape meaning and interpretation for the reader. Students will experiment with writing a variety of digital texts, including podcasts, blogs, web content, feature writing, etc. Students' work will be collected in an e-portfolio designed and assembled over the course of the term.

Course Title:	Language Arts Lit/Writing
Grade(s):	7
Prerequisites:	None

Course Description:
<p>Reading/Writing 7 is designed for students who want to explore the elements of reading and writing strategies to enrich their language arts experiences. These strategies provide creative, unique, and authentic avenues that students can explore.</p> <p>The reading portion of the course requires students to understand literal and inferential reading comprehension skills, and to develop skills for questioning, comprehending, and analyzing various forms of literary material. The writing portion of the course requires students to create a variety of writing pieces in a writing workshop environment. Units of exploration include: Thematic Connections, Study of Nonfiction, Reading Drama, and Research Writing.</p> <p>Students will develop skills through reading a variety of genres, identifying elements of style, applying reasoning skills; practicing process writing, developing editing and revising skills, and participating in writing conferences.</p> <p>Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning. No homework is required.</p>

Course Title:	Literature/Media Connection 8
Grade(s):	8
Prerequisites:	None

Course Description:
<p>Literature/Media Connection 8 is designed for students who want to explore the world of film and literature. Using a dynamic collection of films and books, this course assists students in making the connection between a variety of media and literature.</p> <p>This course requires students to apply analytical skills as they navigate various films and texts. When studying film, the teacher will support the students by introducing film terminology, as as lighting and sound elements. Units of exploration include: Perspectives & Points of View, Classic Horror, Science Fiction & Dystopian, and Historical Fiction.</p> <p>Students will develop skills through the analysis of a variety of films and texts in various genres. Class discussions and notebook response questions will assist students in developing an appreciation for film and reading.</p> <p>Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning. No homework is required for this class.</p> <p>This course will meet five days a week for the academic year.</p>

Course Title:	Language Arts Strategies
Grades:	7 and/or 8
Prerequisites:	Teacher Recommendation

Course Description:
<p>Language Arts Strategies is designed for students who want to refine skills for reading comprehension and writing.</p> <p>This course requires students to apply and understand a variety of concepts relating to language arts literacy with emphasis on preparation for NJSLA and other required assessments.</p> <p>Students will develop skills through discussing and analyzing elements of narrative, informational, and argument-based texts as well as composing argument and explanatory essays and narratives. In addition, students will utilize proper grammar, punctuation, capitalization, sentence structure, and spelling.</p> <p>Successful completion of this course will be measured by student participation in individual, small group, and whole-class discussions/activities, as well as larger assessments that require students to apply their learning.</p>

Course Title:	Study Skills 7 and 8
Grade(s):	7-8
Prerequisites:	Recommendation

Course Description:
<p>This course will help students develop and master skills, strategies, and techniques that can be applied to all subject areas to ensure student success.</p> <p>The greatest component of the Study Skills courses is the idea that it is differentiated on all student levels: interests, readiness, learning styles, content, process, and product. The focus will be on three study skills including processing skills (breaking down a task into steps), note-taking skills, and research skills. Each key component is usable in all subject areas and on each grade level. Mastery of these skills will provide a firm foundation for each student to rely on while working with any subject matter, task, or skill.</p>

English as a Second Language (ESL) Department

Department Description

Nutley Public Schools' ESL Department believes that students should participate and communicate successfully in a pluralistic society. Language and culture are the foundation of human experience. We believe that all students must develop and maintain proficiency in English and in at least one other language. Students from non-English speaking backgrounds that are identified as Limited English Proficient are provided opportunities to develop linguistic, cognitive and socio-cultural proficiencies in the English Language.

The ESL curriculum provides a sequential program of communication-based English instruction in preschool through grade 12. We believe that language is acquired through meaningful interactive experiences enriched by culturally authentic content. Through English language instruction, students are provided opportunities to reach out to others across cultural and linguistic boundaries.

Instruction is characterized by progressive learning in developing relevant themes and meaningful tasks involving listening, speaking, reading and writing. Instruction is based on inquiry, solving real-life problems and application of concepts. We believe that an appreciation of a students' learning style is necessary for success in language learning.

The ESL curriculum, which fuses the WIDA standards for English Language Learners to the New Jersey Learning Standards (NJLS), explores themes across content areas and makes connections to the multicultural dimensions of the 21st Century, fostering a greater respect for ethnic differences and an understanding of world cultures.

Course Descriptions

Course Title:	ESL Entering-Emerging
Grade(s):	7-8
Prerequisites:	NJ State-approved language proficiency test scores at the entering or emerging level

Course Description:
ESL Entering-Emerging is designed for English Language Learners who can process, understand, produce, and/or use: <ul style="list-style-type: none">• Pictorial or graphic representation of the language of the content areas• General language related to the content areas. <p>This course requires students to focus on the development of all four language skills (speaking, reading, writing, listening) at the most basic level with an emphasis on vocabulary building, grammar, syntax, mechanics, and pronunciation. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students in this course are scheduled as</p>

a two-period daily block.

Students will build or develop skills by reading a variety of challenging Board of Education-approved ESL Department books and magazines, in addition to using software designed for English Language Learners.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLA).

Course Title:	ESL Emerging-Expanding
Grade(s):	7-8
Prerequisites:	NJ State-approved language proficiency test scores at the developing or expanding level

Course Description:

ESL Emerging-Expanding is designed for English Language Learners who can process, understand, produce, and/or use:

- General, specific, or some technical language of the content areas
- Expanded sentences in oral interaction or written paragraphs, or a variety of sentence lengths of varying linguistic complexity in extended oral discourse or multiple, related sentences or paragraphs.

This course requires students to focus on the development of more extended, academic vocabulary, with emphasis on reading comprehension and essay writing. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed. Students in this course are scheduled as a two-period daily block.

Students will build or develop skills by reading a variety of challenging Board of Education-approved ESL Department books in addition to selected newspaper and magazine articles.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLA).

Course Title:	ESL Expanding-Bridging
Grade(s):	7-8
Prerequisites:	NJ State-approved language proficiency test scores at the expanding or bridging level

Course Description:

ESL Expanding-Bridging is designed for students who are usually being transitioned to exit the ESL Program and are simultaneously enrolled in a mainstream English class.

This course requires students to understand materials that focus on cognitive and academic language proficiency. Proper utilization of bilingual dictionaries as a key component in second language acquisition is stressed.

Students will build or develop skills by reading a variety of challenging Board of Education-approved ESL Department books in addition to selected newspaper and magazine articles. Students in this course will also focus on persuasive and expository writings.

Successful completion of this course will be measured through class participation, essays, tests, quizzes, projects, technology-based activities, self or peer assessments, and portfolios. Student achievement beyond the graded course will also be measured through performance on the ACCESS for ELLs (State-mandated annual test of English Language Learners), internal assessments (common assessments in all content areas), and external assessment (NJSLA).

Fine, Practical, and Performing Arts

Department Description

Courses in the department of Fine, Practical, and Performing Arts offer hands-on, project-based learning opportunities where students develop critical thinking and problem solving skills concurrently with opportunities to consider relevant, 21st century career choices. Technical Education courses provide rich opportunities for real-world learning experiences for all students where academic standards are reinforced and students are able to apply what they have learned in “real life” situations while courses in music and art provide opportunities to enrich student aesthetic and social emotional development with connections to their everyday lives.

Instrumental Music

Course Title:	Band (Zero Period)
Grade(s):	7-8
Prerequisites:	Interview, and/or recommendation, and audition

Course Description:
Zero period Band is intended for students who wish to continue to develop skills and competencies related to playing a traditional band or string instrument.
The course will examine aspects of music including basic fundamentals, elements, solo and ensemble repertoire, and historical context. In addition, in depth examination of pedagogical and technical aspects of playing and performance, as well as connections to other disciplines will be presented.
Successful completion of this course requires active classroom participation and will be measured through the evaluation of student preparation for class and performances, ongoing formative and summative evaluation of skills. Attendance at all scheduled performances is expected.
<i>*Zero period can ONLY be taken in collaboration with another music ensemble course. Zero period will meet daily before the school day.</i>

Course Title:	Concert Band
Grade(s):	7-8
Prerequisites:	Interview and/or recommendation

Course Description:
Concert Band is intended for students who wish to continue to develop skills and competencies related to playing a traditional band instrument.
The course will examine aspects of music including basic fundamentals, elements, solo and ensemble repertoire, and historical context. In addition, in depth examination of pedagogical and

technical aspects of playing and performance, as well as connections to other disciplines will be presented.

Successful completion of this course requires active classroom participation and will be measured through the evaluation of student preparation for class and performances, ongoing formative and summative evaluation of skills. Attendance at all scheduled performances is expected.

Course Title:	Orchestra/Orchestra (Zero Period)
Grade(s):	7-8
Prerequisites:	Recommendation

Course Description:

Orchestra/Orchestra (Zero Period) is intended to provide in depth musical experiences specifically for students playing violin, viola, cello, and/or bass.

The course will examine aspects of music including basic fundamentals, elements, solo and ensemble repertoire, and historical context. In addition, in depth examination of pedagogical and technical aspects of playing and performance, as well as connections to other disciplines will be presented.

Successful completion of this course requires active classroom participation and will be measured through the evaluation of student preparation for class and performances, ongoing formative and summative evaluation of skills. Attendance at all scheduled performances is expected.

**Zero period can ONLY be taken in collaboration with another music ensemble course. Zero period will meet daily before the school day.*

Course Title:	Symphonic Band
Grade(s):	7-8
Prerequisites:	Audition AND Teacher Recommendation

Course Description:

Symphonic Band is intended for students who wish to expand and build upon the skills and competencies previously developed while playing within a traditional wind band.

The course will further examine aspects of music including more in-depth fundamentals, elements, solo and ensemble repertoire, and historical context. Students will continue an extensive examination of pedagogical and technical aspects of playing and performance, as well as connections to other disciplines.-

Successful completion of this course requires active classroom participation and will be measured through the evaluation of student preparation for class and performances, ongoing formative and summative evaluation of skills. Attendance at all scheduled performances is expected.

Course Title:	Instrumental Music Lessons
Grade(s):	7-8
Requirements:	Enrollment in any instrumental ensemble

Course Description:
<p>Instrumental Music Lessons is designed for students currently enrolled in an instrument ensemble, where students will refine their instrumental technique in a small, group setting. This course typically meets once a week during the physical education/health class period.</p> <p>This course requires students to understand and apply music fundamentals, musical elements, proper instrumental technique, historical context, relation of music to the other arts, and appropriate performance practice.</p> <p>Students will build and develop skills through the study of instrument-specific methods, aural training, and repeated practice of proper instrument technique.</p> <p>Successful completion of this course will be measured through weekly lesson attendance, class participation, ongoing part testing and skills assessments, and a year-end evaluation.</p>

Vocal Music

Course Title:	Chorale
Grade(s):	7-8
Prerequisites:	Interview and/or recommendation

Course Description:
<p>Chorale is designed for students who want to gain singing experience and develop vocal/music skills. Performances are an integral part of the course and include concerts, competitions, festivals and special events, which will be outlined in a performance calendar. Attendance at all scheduled performances is expected.</p> <p>This course requires students to take into account basic vocal production, beginning theory/fundamentals, historical context, musical elements, and appropriate performance practice.</p> <p>Students will build and develop music and singing skills through the study, analysis and performance of a variety of age/level appropriate choral repertoire.</p> <p>Successful completion of this course will be measured through class participation, sight-singing exercises, as well as performance assessments.</p>

Course Title:	Debonaires
Grade(s):	7-8
Prerequisites:	Interview and/or audition

Course Description:

Debonaires is a performance based course for students who want to explore vocal music and perform in a large ensemble. Debonaires is a treble-voice ensemble composed of soprano and alto voices. Performances are an integral part of the course and include concerts, competitions, and festivals, which will be outlined in a performance calendar. Attendance at all scheduled performances is expected.

This course requires students to perform with proper vocal technique, understand and apply basic music theory concepts, analyze and describe the historical and cultural context of music, utilize the expressive qualities of music, and demonstrate an ability to read music. Students will develop skills through the study, analysis, and performance of age-appropriate treble-choir repertoire and sight-singing exercises.

Successful completion of this course will be measured through class participation, repertoire and sight-singing testing, as well as performance assessments.

Course Title:	Concert Choir
Grade(s):	7-8
Prerequisites:	Audition and Interview

Course Description:

Concert Choir is a performance based course for students who want to explore vocal music and perform in a large ensemble. Concert Choir is a mixed-voice ensemble composed of soprano, alto, tenor, and bass voices.

This course requires students to take into account proper vocal production, basic theory/fundamentals, historical context, musical elements, and appropriate performance practice.

Students will build and develop music skills through the study, analysis and performance of a variety of choral repertoire. Successful completion of this course will be measured through class participation, sight-singing exercises, as well as performance assessments. Attendance at all scheduled performances is expected.

Course Title:	Vocal Music Lessons
Grade(s):	7-8
Requirement:	Enrollment in any vocal ensemble

Course Description:

Vocal Music Lessons is designed for students who wish to further refine their vocal technique in a small, homogenous group setting. This course typically meets once a week during either lunch or physical education/health class.

This course requires students to understand and apply music fundamentals, musical elements, historical context, relation of music to the other arts, and appropriate performance practice.

Students will build and develop skills through the study of vocal-specific methods, breathing

techniques, aural skills, and vocal technique.

Successful completion of this course will be measured through weekly lesson attendance, class participation, ongoing testing and skills assessments, and a year-end evaluation.

Studio Art

Course Title:	Fine Arts
Grade(s):	7-8
Prerequisites:	None

Course Description:

Fine Arts 7 is designed to provide students with studio experiences in the classroom and opportunities to explore aspects of art media through painting, drawing, printmaking, pottery, and sculpture.

This course requires students to use a wide variety of techniques and materials related to color theory, rendering, perspective drawing, watercolor, acrylic paint, colored pencil, marker, metal embossing, and ceramic clay. Students will be given a sense of art history through discussion and the display of visuals that relate to studio art projects.

Successful completion of this course will be measured by class participation, weekly assignments, class critique sessions, homework, art display/contest participation, sketchbook journal, notebook, and correct application of techniques, technologies, and methods presented for use in each medium.

Course Title:	Fine Arts (Advanced)
Grade(s):	7-8
Prerequisites:	None

Course Description:

Fine Arts 8 is designed to provide students with studio experiences in the classroom as well as the understanding and use of the various aspects of two- and three-dimensional art and art history. Students will utilize painting, drawing, printmaking, pottery, and sculpture.

This course requires students to use a wide variety of techniques and materials including acrylic paint, watercolor, ceramic clay, hand-built pottery, pen and ink, and charcoal.

Successful completion of this course will be measured by class participation, weekly assignments, class critique sessions, homework, art display/contest participation, sketchbook journal, notebook, and correct application of techniques, technologies, and methods presented for use in each medium.

Technology Education

Course Title:	Technology/Engineering I
Grade(s):	7
Prerequisites:	None

Course Description:

Technology/ Engineering I is designed for students who want to develop an appreciation of technology for life, society, and the environment. Through this year-long course, students will focus on a variety of topics including computer programming, robotics, measurement, technical drawing, building and design technology, 3d modeling and printing. Students will be introduced to computer programming and coding languages to create games, animations, and interactive projects. Lego Mindstorm EV3 robots will be used for students to build and program. Students will be using Tinkercad to create 3d models that can be printed using a 3d printer. This course requires students to develop problem solving, critical, and creative thinking skills through hands-on activities. Students will work in teams to solve real world challenges using 21st century skills.

Successful completion of this course will be measured through class participation, hands on activities, homework assignments, quizzes, and tests.

Course Title:	Technology/Engineering II
Grade(s):	8
Prerequisites:	None

Course Description:

Technology/ Engineering II is designed for students who want to develop an appreciation of technology for life, society, and the environment. Through this year-long course, students will focus on a variety of topics including digital and multimedia technology, programming, 3d modeling, and building. Students will explore storyboarding, digital photography, sound and audio production, video creation, and editing. Students will be introduced to computer programming through block code and written coding languages. Students will be using Sketchup to create 3d models. This course requires students to develop problem solving, critical, and creative thinking skills through hands-on activities. Students will work in teams to solve real world challenges using 21st century skills.

Successful completion of this course will be measured through class participation, hands on activities, homework assignments, quizzes, and tests.

Course Title:	Computer Programming & Robotics
Grade(s):	7
Prerequisites:	None

Course Description:

Computer Programming & Robotics is an introductory course to computer programming, coding, and robotics. The first marking period will focus on introducing students to computer

programming and coding languages to create games, animations, and interactive projects. The second half of the semester will focus on the introduction to robotics including the building and programming robots using Lego Mindstorm EV3. The students will be able to understand the attributes of design and the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving. Students will work in small teams to build, program, test and evaluate a robotic model while applying concepts, as well as developing and using 21st Century Skills.

Successful completion of this course will be measured through class participation, student- created projects graded through the use of rubrics, assessments, projects, and journals

This course will meet for one semester.

Course Title:	Digital Production
Grade(s):	7 or 8
Prerequisites:	None

Course Description:

Digital Production will incorporate a variety of aspects of digital and multimedia technology including storyboarding, digital photography, sound and audio production, video creation, and editing. Students will learn the basics of television studio operations and management including sound, lighting, and camera operation and maintenance, production preparation, broadcast engineering, and video editing using current computer applications. The intention of this course is to build the foundation for a future middle school television studio to create and produce school based content with an understanding of journalism and television production.

Successful completion of this course will be measured through class participation, student-created projects graded through the use of rubrics, assessments, projects, and journals.

Course Title:	Engineering Design I
Grade(s):	7
Prerequisites:	None

Course Description:

Technology/ Engineering Design I is designed for students who want to develop an appreciation of technology for life, society, and the environment. This course requires students to develop problem solving, critical, and creative thinking skills through the application of the Engineering Design Process. Students will develop skills through the use of hands-on activities. Students will be responsible for related concepts including measurement, technical drawing, building and design technology, and 3D modeling and printing. Students will work in teams to solve real life challenges. Students in this course are encouraged to think outside the box and explore new ideas.

Successful completion of this course will be measured through class participation, hands on activities, homework assignments, quizzes, and tests.

This course will meet for one semester.

Course Title:	Engineering Design II
Grade(s):	8
Prerequisites:	None

Course Description:
<p>Technology/ Engineering Design II is designed for students who want to develop an appreciation of technology for life, society, and the environment. This course requires students to develop problem solving, critical, and creating thinking skills through hands-on activities. Students will use various programming languages to accomplish tasks. Students will develop skills through hands-on activities and real world scenarios. Students will be responsible for related concepts including 3D modeling, programming, and building and design technology. Students will collaborate in teams to solve their real life challenges.</p> <p>Successful completion of this course will be measured through class participation, hands on activities, homework assignments, quizzes, and tests.</p> <p>This course will meet for one semester.</p>

Health and Physical Education Department

Department Description

The Health and Physical Education Department is committed to providing a high quality instructional program that is relevant to all students. Each teacher's goal is to provide students with a variety of activities that will prepare them for a lifetime of fitness and well-being. Instructional practices take into consideration changing developmental and movement abilities and also seek to develop self-confidence, teamwork, and leadership skills. In terms of Health Education, it is the goal of the teachers to deliver instruction that will have a strong impact on promoting healthy young adults. Instructional practices will focus on developing critical thinking skills to enable students to make informed decisions that encourage healthy lifestyles.

Course Description:

Course Title:	Health 7
Grade(s):	7
Prerequisites:	None

Course Description:

Health 7 is designed to promote the characteristics of a healthy lifestyle through self-awareness, wise decision-making, and informed actions. Students will acquire knowledge and develop skills to strengthen their ability to make health-enhancing decisions. This course will promote intellectual growth and decision-making skills.

This course will allow students to develop an understanding of various health-related issues and topics. These topics include mental and emotional health, stress management, preventative health care and disease awareness, physical fitness, nutrition, the importance of wellness, drug awareness including themes on alcohol, tobacco, and drugs, basic first aid, and the function and role of developing body systems.

Students will build skills through group work, lecture and discussions, guest speakers, and researching relevant topics.

Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, and completion of an end-of-unit common assessment.

Course Title:	Health 8
Grade(s):	8
Prerequisites:	Health 7

Course Description:

Health 8 is designed to promote the characteristics of a healthy lifestyle through self-awareness, wise decision-making, and informed actions. Students will continue to acquire knowledge and

develop skills to strengthen their ability to make health-enhancing decisions. This course will promote intellectual growth and decision-making skills.

This course will allow students to develop an understanding of the human reproductive system, puberty, pregnancy and childbirth, physical, emotional, and social aspects of human relationships and sexuality. Students will learn about disease awareness and preventative health care with a focus on sexually transmitted infections and HIV. Alcohol, tobacco and drug awareness as well as current trends in this area will be discussed.

Students will build skills through group work, lecture and discussions, guest speakers, and researching relevant topics.

Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, and completion of an end-of-unit common assessment.

Course Title:	Physical Education 7
Grade(s):	7
Prerequisites:	None

Course Description:

Physical Education 7 is designed to provide opportunities for physical, mental, and social development. The goal is to maximize physical potential, intellectual growth, and leadership skills.

This course will allow students to develop an understanding of physical fitness components such as frequency, intensity, time and type and recognize that success and improvement are the result of effort and practice. Students will be taught the basic rules and regulations for sports and recognize the benefits of following safe practices, procedures, and etiquette when engaging in physical activity. The purpose of sports, games, and dance in modern society will be discussed with the students. Students will also apply movement concepts and principles to the learning and development of motor skills, be responsible for personal and social behavior in physical education class, respect for differences among people in physical activity settings, and participate in opportunities for enjoyment, challenge, self-expression, social interaction, and health benefits that physical activity can provide.

Students will build skills through participation in a physical educational program that will provide sequential instruction and knowledge necessary for the activities selected. Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, in class observations, and completion of an end-of-unit common assessment. Students will be required to change into athletic clothing for class. Students must wear a t-shirt, shorts, and athletic sneakers. In colder weather, students should wear a sweatshirt and sweatpants.

Course Title:	Physical Education 8
Grade(s):	8
Prerequisites:	Physical Education 7

Course Description:
<p>Physical Education 8 is designed to provide opportunities for physical, mental, and social development. The goal is to maximize physical potential, intellectual growth, and leadership skills.</p> <p>This course will allow students to continue to develop skills related to physical fitness components such as frequency, intensity, time and type and recognize that success and improvement are the result of effort and practice. Students will learn more in-depth rules and regulations for sports and recognize the benefits of following safe practices, procedures, and etiquette when engaging in physical activity. Students will gain an understanding of movement concepts and principles related to learning and developing motor skills. Students will become responsible for personal and social behavior in physical education class and respect for differences among people in physical activity settings. Students will also participate in physical activity opportunities for enjoyment, challenge, self-expression, social interaction, and health benefits.</p> <p>Students will build skills through participation in a physical educational program that will provide sequential instruction and knowledge necessary for the activities selected. Successful completion of this course will be measured through tests, quizzes, homework, class work, projects, in class observations, and completion of an end-of-unit common assessment. Students will be required to change into athletic clothing for class. Students must wear a t-shirt, shorts, and athletic sneakers. In colder weather, students should wear a sweatshirt and sweatpants.</p>

Mathematics Department

Department Description

The Mathematics program in grades 7 and 8 is designed to provide opportunities for all students to move forward in the development of a strong foundation in mathematics. The process skills of problem-solving, application, critical thinking, and mathematical reasoning are stressed. The courses available to students range from Pre-Algebra to Algebra I and Geometry, which prepare students for the study of advanced mathematics in high school and beyond.

The mathematics curricula emphasize thinking skills through a balance of number sense, computation, logic and reasoning, analysis, mathematical modeling, problem solving, and technology. The teachers of the mathematics department provide instruction that engages and challenges students in learning environments that are encouraging and developmentally appropriate.

Because of the sequential nature of mathematics, many courses require prerequisites in addition to teacher recommendations. Course recommendations are based on concrete data such as marking period grades and common assessment scores. Students are encouraged to adhere to the course sequence suggested by the teachers in the Mathematics Department.

The teachers of the Mathematics Department are available to provide students with assistance on homework assignments and work missed due to absence. Teachers are available for extra help before and after school in their assigned classrooms.

Course Descriptions

Course Title:	Pre-Algebra 7
Grade(s):	7
Prerequisites:	Grade 6 Mathematics

Course Description:

Pre-Algebra 7 is designed for grade 7 students who have successfully completed the grade 6 mathematics curriculum.

This course will require students to use mathematical skills taught in grade 6 with additional advanced computation including an emphasis on introductory algebraic concepts. Students will study fractions, decimals, percents, positive and negative integers, and rational numbers. They will develop and expand the use of ratios and proportions, techniques for solving algebraic equations, and problem-solving skills. Geometry concepts will include the coordinate plane, angles, polygons, perimeter, area, volume, surface area, similarity, and transformations. Students will develop algebraic thinking skills as they evaluate variable expressions, solve two-step equations, and begin the study of linear functions and their graphs. Statistics and probability will also be incorporated into the curriculum.

Successful completion of this course will be measured through teacher-generated assessments, common assessments, projects, assignments,. Students that take Pre-Algebra 7 are scheduled to sit

for the Grade 7 Mathematics NJSLA exam.

Course Title:	Accelerated Pre-Algebra
Grade(s):	7
Prerequisites:	Grade 6 Common Assessments Iowa Algebra Aptitude Assessment Teacher Recommendation Summer Assignment

Course Description:
Accelerated Pre-Algebra is designed for Grade 7 students who have demonstrated strong ability in the Grade 6 mathematics curriculum and on the Assessment for entering Grade 7 students. All students should expect extensive instruction in both Grade 7 and Grade 8 common core content domains in order to prepare for Accelerated Algebra 1 in Grade 8.
This course will require students to perform basic operations with all real numbers, variables, powers, and roots. Course content also includes ratio, proportion, equations, inequalities, linear functions, statistics, probability, congruence, similarity, coordinate geometry, volume, and surface area. Students will use the language and notation of algebra, mathematical vocabulary, and graphs to represent ideas, describe relationships, and model situations. Students will be expected to complete mathematical computations without the use of a calculator and to use the language of mathematics with precision.
Successful completion of this course will be measured through teacher generated assessments, common assessments, projects, and assignments.
Students that take Accelerated Pre-Algebra are scheduled to sit for the Grade 7 Mathematics NJSLA exam.

Course Title:	Foundations of Algebra
Grade(s):	8
Prerequisites:	Pre-Algebra

Course Description:
Foundations of Algebra is designed for Grade 8 students who successfully completed Pre-Algebra in Grade 7. All students should expect extensive instruction that will provide a solid foundation necessary for the Algebra curriculum in Grade 9.
This course will require students to use mathematical skills taught in grade-7 with additional emphasis on algebraic concepts. Students will study fractions, decimals, percentages, positive and negative integers, and rational numbers. They will expand the use of ratios and proportions, techniques for solving algebraic equations, and problem solving skills. Students will develop algebraic thinking skills as they simplify and evaluate variable expressions, solve equations requiring multiple steps, and graph and analyze linear functions. Geometry concepts will include

angles, polygons, perimeter, area, volume, surface area, similarity, and transformations. Introductory algebra will be integrated into the geometry topics. Statistics and probability will also be incorporated into the curriculum.

Successful completion of this course will be measured through teacher generated assessments, common assessments, projects and assignments.

Students that take Foundations of Algebra are scheduled to sit for the Grade 8 Mathematics NJSLA exam.

Course Title:	Accelerated Algebra I
Grade(s):	7-8
Prerequisites:	Iowa Algebra Aptitude Assessment Accelerated Pre-Algebra Teacher Recommendation Summer Assignment

Course Description:

Accelerated Algebra I is designed for grade 7 students who have demonstrated superior ability in the grade 6 mathematics curriculum and on the Algebra Readiness Assessment. The course is also appropriate for grade 8 students who successfully completed Accelerated Pre-Algebra in grade 7 and have demonstrated strong competency. All students should expect extensive instruction in the structures of algebra with emphasis on application, problem-solving, and critical thinking.

This course will require students to perform basic operations with all real numbers, variables, exponents, polynomials, radicals, and rational expressions. Course content also includes coordinate geometry, factoring of polynomials, solving of linear, quadratic, systems of equations and inequalities, and direct and inverse variation. Verbal problems and previously learned geometry concepts are integrated within each unit of study to emphasize the development of problem-solving abilities. Students will use mathematical vocabulary, notation, and graphs to represent ideas, describe relationships, and model situations. Students will be expected to complete mathematical computations without the use of a calculator and to use the language of mathematics with precision.

Successful completion of this course will be measured through teacher generated assessments common assessments, projects, assignments, and a final exam.

Students that take Accelerated Algebra I are scheduled to sit for the Algebra I NJSLA exam.

Course Title:	Accelerated Geometry
Grade(s):	8
Prerequisites:	Accelerated Algebra I – Grade 7 Teacher Recommendation Summer Assignment

Course Description:

Accelerated Geometry is designed for students who have demonstrated superior ability in mastering the concepts of Algebra I in grade 7. This course offers a rigorous and in depth curriculum in traditional Euclidean geometry enriched by the additions of coordinate, space, and transformational geometry, as well as trigonometry. This course stresses analytical thought and problem-solving with an emphasis on detailed analysis and formal proof.

This course requires students to extend the study of plane and spatial relationships studied in earlier grades through the application of inductive and deductive reasoning to defined terms, properties, postulates, and previously proven theorems. Topics will include but will not be limited to properties of angles, perpendicular and parallel lines, triangles, quadrilaterals, polygons, circles, transformations, similarity, congruence, perimeter and area of two-dimensional figures, and the volume of solids. Various types of proof will be incorporated throughout the course. Students will extensively utilize algebraic skills through their application within the context of geometry. Real world problem-solving is emphasized in the study of each topic. Additional topics may include geometric probability and fractals.

Successful completion of this course will be measured through teacher generated assessments, projects, assignments, and a final exam.

Students that take Accelerated Geometry are scheduled to sit for the Geometry NJSLA exam.

Course Title:	Mathematics Strategies 7
Grade(s):	7
Prerequisites:	Deficiencies in areas of NJSLA will determine eligibility to participate.

Course Description:

Mathematics Strategies 7 is a course that aims to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJSLA assessment in Grade 6. A Math Strategies course is taken in addition to another middle school mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the NJSLA assessment in Grade 7.

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

Course Title:	Mathematics Strategies 8
Grade(s):	8
Prerequisites:	Deficiencies in areas of NJSLA will determine eligibility to participate.

Course Description:

Mathematics Strategies 8 is a course that aims to provide preventive remediation for students who have been identified as partially proficient on the mathematics section of the NJSLA standardized

assessment in grade 7. A Math Strategies course is taken in addition to another middle school mathematics course.

Students will review concepts, skills, and problem solving strategies in preparation for the NJSLA assessment in Grade 8.

Successful completion of this course will be measured through teacher generated assessments, projects, and assignments.

Science Department

Department Description

The John H. Walker Middle School Science Department provides an exploratory tour of the scientific world in the areas of life science, physical science, and earth science. Our fundamental goal is to present students with the opportunity to ask questions about the world processes around them, giving them the skills and ability to troubleshoot and solve problems presented with these processes. We provide these opportunities by utilizing a mix of hands-on learning opportunities, appropriate technology integration and phenomenon based benchmark lessons. Students will take a placement test in the science department at the end of their eighth grade year which, along with other considerations, assists in determining a student's path of study in high school.

Course Descriptions

Course Title:	Integrated Science 7
Grade(s):	7
Prerequisites:	None

Course Description:

Integrated Science 7 is a course that covers all areas of science, earth, physical and life. The curriculum is based upon the NJ Student Learning Standards - Science, Carolina Science STC Curriculum and the concepts of STEAM (Science Technology Engineering Arts Math) Integrated Science 7 features a project-based experience designed to challenge and engage the natural curiosity and imagination of middle school students.

The school year is broken into three major topics that include: Ecosystems: Energy and Dynamics, Earth Systems and Motion and Stability: Forces and Interactions.

In Ecosystems: Energy and Dynamics, students analyze and interpret data, develop models, construct arguments, and demonstrate a deeper understanding of the cycling of matter, the flow of energy, and resources in ecosystems. They are able to study patterns of interactions among organisms within an ecosystem. They consider biotic and abiotic factors in an ecosystem and the effects these factors have on populations. They also understand that the limits of resources influence the growth of organisms and populations, which may result in competition for those limited resources. They construct explanations for the interactions in ecosystems and the scientific, economic, political, and social justifications used in making decisions about maintaining biodiversity in ecosystems. The crosscutting concepts of matter and energy, systems and system models, patterns, and cause and effect provide a framework for understanding the disciplinary core ideas. Students demonstrate grade-appropriate proficiency in analyzing and interpreting data, developing models, asking questions, designing solutions and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

In Earth Systems, students examine geoscience data in order to understand processes and events in Earth's history. Important crosscutting concepts in this unit are scale, proportion, and quantity, stability and change, and patterns in relation to the different ways geologic processes operate over

geologic time. An important aspect of the history of Earth is that geologic events and conditions have affected the evolution of life, but different life forms have also played important roles in altering Earth's systems. Students understand how Earth's geosystems operate by modeling the flow of energy and the cycling of matter within and among different systems. Students investigate the controlling properties of important materials and construct explanations based on the analysis of real geoscience data. Students are expected to demonstrate proficiency in analyzing and interpreting data and constructing explanations. They are also expected to use these practices to demonstrate an understanding of the core ideas.

In Motion and Stability: Students use systems and models of systems to understand ideas related to why some objects will keep moving and why other objects fall to the ground. Students apply Newton's third law of motion to related forces to explain the motion of objects. Students also apply an engineering practice and concept to solve a problem caused when objects collide. The crosscutting concepts of system and system models and stability and change provide a framework for understanding the disciplinary core ideas. Students demonstrate proficiency in asking questions, planning and carrying out investigations, designing solutions, engaging in argument from evidence, developing and using models, and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas. Students use the practices of analyzing and interpreting data, developing and using models, and engaging in argument from evidence to make sense of the relationship between energy and forces. Students develop their understanding of important qualitative ideas about the conservation of energy. Students understand that objects that are moving have kinetic energy and that objects may also contain stored (potential) energy, depending on their relative positions. Students also understand the difference between energy and temperature, and the relationship between forces and energy. The crosscutting concepts of scale, proportion, and quantity, systems and system models, and energy and matter are called out as organizing concepts for these disciplinary core ideas. Students use the practices of analyzing and interpreting data, developing and using models, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Students will develop skills through investigations that are designed to be hands-on and allow students to visualize many of the components of the class. Successful completion of this course will be measured through class work, homework, quizzes, tests, lab work as well as common unit assessments.

Course Title:	Integrated Science 8
Grade(s):	8
Prerequisites:	Integrated Science 7

Course Description:
Integrated Science 8 is a course that covers all areas of science, earth, physical and life. The curriculum is based upon the NJ Student Learning Standards - Science, Carolina Science STC Curriculum and the concepts of STEAM (Science Technology Engineering Arts Math) Integrated Science 8 features a project-based experience designed to challenge and engage the natural curiosity and imagination of middle school students. The course builds upon the concepts of Integrated Science 7.

The school year is broken into three major topics that include: Biological Evolution and Heredity, Matter and its Interactions and Waves.

In studying Biological Evolution and Heredity, students analyze graphical displays and gather evidence from multiple sources in order to develop an understanding of how fossil records and anatomical similarities of the relationships among organisms and species describe biological evolution. Students search for patterns in the evidence to support their understanding of the fossil record and how those patterns show relationships between modern organisms and their common ancestors. The crosscutting concepts of cause and effect, patterns, and structure and function are called out as organizing concepts for these disciplinary core ideas. Students use the practices of analyzing graphical displays and gathering, reading, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

In the unit Waves, students develop and use models, use mathematical thinking, and obtain, evaluate, and communicate information in order to describe and predict characteristic properties and behaviors of waves. Students also apply their understanding of waves as a means of sending digital information. The crosscutting concepts of patterns and structure and function are used as organizing concepts for these disciplinary core ideas. Students develop and use models, use mathematical thinking, and obtain, evaluate, and communicate information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

In the study of Matter and Its Interactions, students build understandings of what occurs at the atomic and molecular scale. Students apply their understanding that pure substances have characteristic properties and are made from a single type of atom or molecule. They also provide a molecular level account to explain states of matter and changes between states. The crosscutting concepts of cause and effect, scale, proportion and quantity, structure and function, interdependence of science, engineering, and technology, and the influence of science, engineering and technology on society and the natural world provide a framework for understanding the disciplinary core ideas. Students demonstrate grade appropriate proficiency in developing and using models, and obtaining, evaluating, and communicating information. Students are also expected to use the scientific and engineering practices to demonstrate an understanding of the core ideas.

Students will develop skills through investigations that are designed to be hands-on and allow students to visualize many of the components of the class. Successful completion of this course will be measured through class work, homework, quizzes, tests, lab work as well as common unit assessments.

Social Studies Department

Department Description

The goal of social studies is to educate young citizens, heirs to a vibrant democracy, for their role in the future of the nation and a global society. To this end, the department offers courses in both American and world history. The grade seven program builds upon the foundation of social studies content and skills developed in grade six, developing historical thinking skills through a focus on social studies disciplinary concepts. The grade eight course begins a two-year study of world history that will continue into the highschool, examining the cultural foundations of the major global communities. Both courses are designed to address the New Jersey Student Learning Standards, and to prepare students for their transition into the high school.

Course Descriptions

Course Title:	Social Studies 7
Grade(s):	7
Prerequisites:	None

Course Description:
Grade 7 Social Studies is designed to help students develop the knowledge and skills to become informed young citizens of American democracy.
This course requires students to build upon the understanding of social studies content and skills acquired in grade six, and enhance their appreciation of how the American historical experience shaped the changing concepts of liberty and the proper role of government. Grade 7 Social Studies will focus on the development of historical thinking skills through social studies disciplinary concepts - history, geography, economics, and civics.
Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, webquests, and digital projects.
Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.

Course Title:	Social Studies 8
Grade(s):	8
Prerequisites:	None

Course Description:
Grade 8 Social Studies is designed to provide students with the knowledge and skills to serve as effective and informed young citizens of the United States and the global community.

This course requires students to build upon the geography skills and knowledge acquired in the elementary social studies sequence to enhance their analysis of the historical development of the world's cultures. Grade Eight Social Studies is the first part of the two-year study of world history that will continue during the freshman year of high school. Commencing with the transition into civilization, students will examine how the ideas and institutions of the ancient and medieval eras shaped our world. The founding of many of the major religions lie within the periods covered by this course, and students will be expected to become familiar with the basic tenets and beliefs that have inspired each society.

Students will develop skills through the examination of documents and art, the use of maps and charts, historical role-playing, research projects, webquests, and digital projects.

Successful completion of this course will be measured by student projects and presentations, research papers, document-based questions (DBQs), tests, quizzes, and maps.

Special Services Department

Department Description

The programs for special needs students at John H. Walker Middle School are designed to serve students with disabilities. The full array and continuum of programs and services in the least restrictive environment are available. Schedules for students are developed by the student, parents, case manager and guidance counselors to meet individual student needs as prescribed in their Individual Education Program (IEP). Program options include: fully mainstreamed with supplemental aides and services, in class support, replacement instruction, and a self-contained program. The New Jersey Language Standards are addressed in all special education programs. Related services include counseling, occupational therapy, physical therapy, and speech therapy.

In-Class Support Program

The in-class support program accommodates students with disabilities within the general education setting. Instruction is based on the New Jersey Standards, and differentiated to meet the needs of all learners based on the IEP. There is a shared responsibility between the general education and the special education teacher for lesson planning and ensuring accommodations/modifications are implemented.

Resource Replacement Program

In the resource replacement program, students are instructed in a small group setting by a special education teacher. Instruction provides exposure to the New Jersey Language Standards, with a greater focus on the students' individual level of functioning. An individualized approach to instruction is utilized through differentiation of instruction, and guided by the Individualized Education Program (IEP).

Autism Program

The Autism self-contained program prepares students to maximize achievement and skills according to their individual potential in the areas of language pragmatics and communication, social interaction, academic coursework, functional life skills, and vocational skills. Academic course work is individualized within the program. Utilizing an Applied Behavior Analysis (ABA) approach, the program seeks to increase a student's independent functioning within the school, home, and community. Inclusion and mainstreaming opportunities are available to students. An individualized approach to instruction will be utilized through differentiation of instruction, and guided by the Individualized Education Program (IEP). Inclusion and mainstreaming opportunities are available to students. The use of accommodations, modifications and positive support in a small group as delineated in each student's IEP, will be used to enhance instruction.

Language and Learning Disabilities Program

The Language and Learning Disabilities (LLD) self-contained program is designed to accommodate each student's individual needs with exposure to the New Jersey Language Standards. An individualized approach to instruction will be utilized through differentiation of instruction, and guided by the Individualized Education Program (IEP). In addition, students receive instruction in the areas of daily living, social skills, speech therapy and transition to adult life. Inclusion and mainstreaming opportunities are available to students. The use of accommodations, modifications and positive support in a small group as delineated in the students' IEP, will be used to enhance instruction. The self-contained program provides a separate learning environment for students whose social, emotional, or behavioral needs require highly supportive and supervised special education services throughout the

school day. Students enrolled in a self-contained program receive instruction in several school settings within the middle school building. Students in the self-contained program focus their attention on developing skills for meeting academic requirements, improving social interaction, and developing abilities to manage their behaviors within the middle school environment.

Each self-contained class is taught by a certified special education teacher with the assistance of teacher's aides or paraprofessionals, where applicable. The self-contained program delivers instruction covering a broad range of regular education courses and remedial special education courses.

Child Study Team: Abigail Bergen, Erin Raia and Steve Caraccio

The Child Study Team evaluates and determines eligibility of students for special education and related services; coordinates the development and management of various aspects of the individualized educational programs; delivers related services such as individual and group counseling based on individual need; and provides services to the general education programs regarding techniques, materials, and programs for students experiencing learning difficulties.

World Languages Department

Department Description

The World Languages department of the Nutley Public Schools holds forth a vision of excellence for all students. Our goal is to develop a community of lifelong learners where children have healthy self-esteem, respect and compassion for others, essential and technological knowledge, and the creative problem-solving skills needed to meet the challenges of successful citizenship in an ever-changing global society.

In a world that is experiencing major growth, the ability to understand and to express in more than one language will increase one's awareness and appreciation of multicultural diversity.

In today's global society, the study of a second language and culture is fundamental to a sound education. Along with enjoying the complexities of second language acquisition, our students will also develop the skill sets for:

- Communicating with individuals from other nations/cultures
- Understanding the marriage between language and culture
- Becoming more cognizant of the world in which we live
- Applying acquired knowledge to new learning experiences
- Using the language of study in the community as well as in various career opportunities

Via the development of these skills, students will realize that learning another language is critical to personal and academic success.

Learning occurs in meaningful, communicative contexts that carry significance for the student.

Reading and writing are used as tools appropriate to the level and interest of the learners. Language structures and features are presented as tools for fruitful communication within the unit of study.

Assessment is frequent and ongoing in a manner that is consistent with our program goals and teaching strategies. Proficiency in reading, writing, speaking and listening will be measured via the guidelines prescribed by the American Council on the Teaching of Foreign Languages (ACTFL). Course titles reflect the designated levels in the ACTFL Standards.

Nutley Public Schools' World Language program is designed to build fluency in the target language through an extended sequence of courses. Our students are invited and challenged to continue their study of the target language throughout their tenure in the Nutley Public Schools.

All middle school students will be required to select a language (Level 1) in the 7th grade. It is strongly recommended that students continue their study of that language (Level 2) in the 8th grade. Seventh grade students in Level I who earn an overall average below 'C' have the option of repeating Level I as an eighth grader.

Course Description

Course Title:	Beginner Italian
Grade(s):	7 or 8
Prerequisites:	None

Course Description:	
<p>Beginner Italian is designed to give students a working knowledge of the fundamentals of the target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal and Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.</p> <p>This course requires students to use the target language and perform in the range of the Novice Mid proficiency level as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages.</p> <p>Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.</p>	

Course Title:	Intermediate Italian
Grade(s):	8
Prerequisites:	Beginner Italian

Course Description:	
<p>Intermediate Italian is designed for students who wish to continue their study of the Italian language. As a gateway to the upper levels of study, this course prepares students with the necessary skills to enjoy learning experiences in the upper level courses offered by the World Language department.</p> <p>This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure.</p> <p>This course requires students to use the target language and perform in the range of the Novice Mid to Novice High proficiency level as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages.</p> <p>Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.</p>	

Course Title:	Beginner Latin
Grade(s):	7 or 8
Prerequisites:	None

Course Description:

Beginner Latin is designed for students who want to explore another culture and language, one that has had a profound influence on English. The readings of Latin I introduce the students to the fascinating forms and logic of the Latin language.

This course requires students to relate English and Latin vocabulary, to understand the rudiments of grammar, and utilize it to read passages of increasing length and complexity.

Students will develop skills through vocabulary acquisition and practice with grammatical forms and constructions to facilitate reading. They will discuss and study family relationships, Roman gods and mythology, and other cultural aspects of Roman life.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.

Course Title:	Intermediate Latin
Grade(s):	8
Prerequisites:	Beginner Latin

Course Description:

Intermediate Latin is designed for students who want to continue their study of Latin and thereby improve English vocabulary and understanding of grammar. Students will be introduced to various aspects of Roman culture and civilization and see parallels with their own society and government.

This course requires students to apply what they have learned in Latin I to new grammatical structures and more sophisticated reading passages. The readings at level II of Latin study take the students further in exploring the classical era of Greece and Rome and in meeting the heroes of history and fable.

Students will develop skills through vocabulary acquisition, discussion of cultural mores and achievements, and reading and analysis of grammatical forms. Comparisons and contrasts are made between the institutions and values of the classical world and our own.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.

Course Title:	Beginner Spanish
Grade(s):	7 or 8
Prerequisites:	None

Course Description:

Beginner Spanish is designed to give students a working knowledge of the fundamentals of the

target language. Emphasis will be placed on the sound/symbol relationship, pronunciation, identification and recognition of common objects and basic conversational phrases for everyday situations. At this level, specific activities are designed to lay the foundation for the development of good comprehension and communication skills (listening, speaking, reading and writing) through the modes of communication: Interpretive, Interpersonal, Presentational. Students at the beginner level will be given the opportunity to learn about the variety of cultures where the target languages are spoken.

This course requires students to use the target language and perform in the range of the Novice Mid proficiency level as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.

Course Title:	Intermediate Spanish
Grade(s):	8
Prerequisites:	Beginner Spanish

Course Description:

Intermediate Spanish is designed for students who wish to continue their study of the Spanish language. As a gateway to the upper levels of study, this course prepares students with the necessary skills to enjoy learning experiences in the upper level courses offered by the World Language department.

This course requires students to place more emphasis on the development of strong comprehension and communication skills utilizing authentic materials and sources. Students will expand their vocabulary to include more detailed and complex themes. Grammatical structure will be mastered as needed to achieve more accurate communication. Students are encouraged to be creative in their responses and to take risks to extend beyond the framework of familiar vocabulary and structure.

This course requires students to use the target language and perform in the range of the Novice Mid to Novice High proficiency level as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Learning Standard for World Languages.

Successful completion of this course will be measured through the use of integrated performance assessments in the three modes of communication (interpretive, interpersonal, and presentational), other quizzes, class participation, and homework.

Course Title:	Fundamental Spanish Communication and Culture
Grade(s):	7 or 8
Prerequisites:	WL Coordinator Recommendation

Course Description:

This is an introductory course with a focus on basic verbal/non-verbal communication and cultural studies. This is a course with a hands-on, concrete approach for different learning styles. Techniques for the differentiation of instruction are utilized. The basic skills of reading, writing, speaking and listening are incorporated into the course, yet the emphasis is on the skills necessary for basic communication. Students will increase proficiency levels as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standards.

Each unit in this course will provide the student the opportunity to work with the instructor(s) to work toward the completion of a culminating project in four (4) units of study titled as follows: Everyday Language, Geography, Let's go shopping, and Let's Eat.

Course Title:	Fundamental Spanish Language and Culture
Grade(s):	7 or 8
Prerequisites:	WL Coordinator Recommendation
Course Description:	
<p>This is an introductory course with a focus on basic verbal/non-verbal communication and cultural studies. This is a course with a hands-on, concrete approach for different learning styles. Techniques for the differentiation of instruction are utilized. The basic skills of reading, writing, speaking and listening are incorporated into the course, yet the emphasis is on the skills necessary for basic communication. Students will increase proficiency levels as prescribed by the American Council on the Teaching of Foreign Languages (ACTFL) and the New Jersey Student Learning Standards.</p> <p>Each unit in this course will provide the student the opportunity to work with the instructor(s) to work toward the completion of a culminating project in four (4) units of study titled as follows: Everyday language, At School with friends, Families, House.</p>	

Course Title:	Heritage Spanish - Entering
Grade(s):	7-8
Prerequisites:	Spanish spoken at home, interview, and recommendation
Course Description:	
<p>This is the first course in a series of two courses at the middle school and two at the high school designed specifically for heritage speakers. The objectives of this course are to develop competence in students' reading and writing skills, to master certain grammar points particular to heritage speakers, to help students improve their presentational skills and take into account the experiences and influences of their bilingual and bicultural upbringing. This class engages heritage learners in</p>	

exploring social and contemporary topics with a variety of readings from newspapers, magazines, essays and online media.

*Course will run based on enrollment

Course Title:	Heritage Spanish - Emerging
Grade(s):	7-8
Prerequisites:	Spanish spoken at home, interview, and recommendation
Course Description:	
<p>This course has been designed to help heritage speakers continue with their formal study of Spanish. In this course, students will become aware of certain norms of written Spanish, such as the use of spelling, punctuation, accent marks and certain grammatical points. They will also continue to build their lexicon and become aware of the different variants of Spanish in order for them to feel confident in their use of the language in different settings. This class engages heritage learners in exploring social and contemporary topics with a variety of readings from newspapers, magazines, essays and online media.</p> <p>*Course will run based on enrollment</p>	

Appendix A

Forms

Nutley Public Schools



John H. Walker Middle School

Level Change Form

Date: _____

Student Name: _____ Group: _____

Counselor: _____

Current Class/Teacher: _____

New Level: _____

**(within first two marking periods or 30 calendar days
for transfers)**

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Department Coordinator Signature: _____ Date: _____

Principal/Vice Principal Signature: _____ Date: _____

Comment



Nutley Public Schools

John H. Walker Middle School
2025 – 2026 Grade 7 Course Selection Form

Upon successful completion of grade 6, all students will be scheduled for English, mathematics, science, social studies, health, physical education, and world language. One elective course will be scheduled for each student.

Course descriptions can be found in the Middle School Program of Studies on our website at www.nutleyschools.org under the District tab. Every effort will be made to provide each student with a schedule built around his or her interest and ability. Parents or guardians who have questions or wish to discuss a student's schedule may call a counselor.

Mrs. Alisa Gennace, Grade 7 Counselor
973-661-8875

World Language Selection

Please rank your language choice from one (1) to three (3) where one (1) is your first choice.

Beginner Italian _____

Beginner Latin _____

Beginner Spanish _____

Heritage Spanish Entering (only if approved)

Fundamental Spanish Communication and Culture

_____ approved

Elective Course Selection

Please rank three elective courses from 1-3. Only one course will be taken. Select carefully as courses will not be added or dropped after the beginning of the school year. Counselor's initials next to the vocal course or study skills indicate the teacher's approval. If approved, interested students may select this course.

_____ Fine Arts 7

_____ Language Arts Literature/Writing

_____ Technology & Engineering I

_____ Study Skills _____ approved

_____ Music:

Circle one:

Approved Vocal class

Approved Band class

Orchestra

Zero period Band and approved vocal class

Zero period Band and Orchestra

Zero period Orchestra and approved vocal class

Parent/Guardian Daytime Telephone Number:

Parent/Guardian Signature: _____



(THIS INFORMATION IS GATHERED IN A GOOGLE FORM)

Nutley Public Schools

**John H. Walker Middle School
2025 – 2026 Grade 8 Course Selection Form**

Upon successful completion of grade 7, all students will be scheduled for English, mathematics, science, social studies, health, physical education, and the intermediate level of your current world language. One elective course will be scheduled for each student.

Course descriptions can be found in the Middle School Program of Studies on our website at www.nutleyschools.org under the District tab. Every effort will be made to provide each student with a schedule built around his or her interest and ability. Parents or guardians who have questions or wish to discuss a student's schedule may call a counselor.

Mrs. Erica Petracco, Grade 8 Counselor
973-661-8874

World Language Continuation

Intermediate Italian _____
Intermediate Latin _____
Intermediate Spanish _____
Heritage Spanish Emerging (only if approved)

Fundamental Spanish Communication and
Culture _____ approved

Elective Course Selection

Please rank three elective courses from 1-3. Only one course will be taken. Select carefully as courses will not be added or dropped after the beginning of the school year. Counselor's initials next to the vocal course indicate the teacher's approval. If approved, interested students may select this course.

_____ Fine Arts Advanced

_____ Literature/Media 8

_____ Technology & Engineering II

_____ Study Skills _____ approved

_____ Music:

Circle one:

Approved Vocal class

Approved Band class

Orchestra

Zero period Band and approved vocal
class

Zero period Band and Orchestra

Zero period Orchestra and approved
vocal class

Parent/Guardian Daytime Telephone Number:

Parent/Guardian Signature: _____



Nutley Public Schools
John H. Walker Middle School

Petition to Change Course Level

Student's Name		Grade	
Parent's Name		Date	
Counselor's Name			
Current Course			
Requested Course			

I am requesting the level change listed above for my child. After a careful review of my request, Nutley Public Schools staff does not endorse this level change. I am aware of the concern, however, I wish to make this level change. Attached is the letter from my child explaining his/her areas of weakness and our plan to address these in the higher level course.

I understand that by making this request I agree that:

- My child will meet with the coordinator of the content area.
- The deadline for submitting this form is August 1, 2025.
- If space is available, my child is expected to complete the same work and be evaluated against the same standard as all other students in the class and any grade received will be final.
- The deadline for level changes in a full year math course is the end of the first marking period or before 30 calendar days for transfer students.
- The grade earned at time of withdrawal, should I choose to change course levels for my child at the end of the first marking period, will count as a first quarter grade in the new course level.
- This course will be recorded on the transcript as a withdrawal, even if the course level changes.

Student's Signature		Date	
Parent's Signature		Date	
Department Coordinator's Signature		Date	
Principal/Vice Principal Signature		Date	
Comments: Office Use Only			