DISTRICT MISSION STATEMENT

The Middletown Township Public School District, in partnership with our resourceful and historically rich community, provides students with a rigorous and relevant education, rooted in the New Jersey and Common Core State Standards, motivating them to recognize and develop their full potential as responsible citizens, contributing to an ever-evolving global society.

Bayshore              Thompson                 Thorne

2019 – 2020
DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented work force, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on students’ individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

MIDDLE SCHOOL PHILOSOPHY

Emerging adolescents have special characteristics and needs. Middle school provides a balanced program and environment to meet these needs in terms of learning styles and social development and provides for individual differences. Each middle school is organized into learning communities that help students define their identity as a small community within the larger grade level as well as allow teachers and support staff to better plan for lessons such as integrated project-based learning and communicate with regard to students needs and progress. Students are guided to take greater responsibility for their own learning both in the classroom and outside through counseling, extra-curricular activities, and age-appropriate leadership opportunities. Through partnership and communication with the home, middle school is intended to facilitate a smooth transition from elementary to high school, and to assist students in developing their potential.

Each student is challenged to recognize his/her capacity for achievement, to develop a positive self-concept, and to grow in self-discipline and social consciousness. In addition to providing academic, social, and life skills, students are taught to appreciate a wide variety of learning experiences and to become productive, creative, and responsible members of society in a changing world.

MIDDLE SCHOOL CURRICULUM

The program for all students at the middle school level consists of the five core subjects: English Language Arts, Mathematics, Science, Social Studies, and World Language. In addition, students take Physical Education and Health as well as Community Cycle Courses, Advisory Lab, and Exploratory Cycle courses or Band/Chorus to enable them to further explore personal interests. Throughout the program, students are provided with opportunities to help them develop the skills necessary to take responsibility for their own learning including develop problem-solving, authentic learning, and technology skills.

The mandated state assessments in English Language Arts and Mathematics are administered to all sixth, seventh, and eighth grade students as well as the state assessment in Science to all eighth grade students. All courses are continually reviewed to ensure that the skills and knowledge required by these assessments are included in the curriculum.
MIDDLE SCHOOL COURSE OFFERINGS - 2019-2020

SIXTH GRADE COURSES

Courses taken every day:
- English Language Arts
- Mathematics 6
- Science (Integrated Earth / Life / Physical)
- Social Studies - World History

Courses taken every other day:
- World Languages - Exploratory Spanish and French
- Physical Education
- Health (for ¼ year)
- Study Skills (¼ year)
- Advisory Lab (½ year)

AND

Exploratory Cycle:
- Hands-On Construction Lab (¼ year)
- Photography (¼ year)
- Fine Art (¼ year)
- Script and Screenwriting (¼ year)

OR
- Band or Chorus

SEVENTH GRADE COURSES

Courses taken every day:
- English Language Arts
- Mathematics 7 or Mathematics 7/8
- Science (Integrated Earth / Life / Physical)
- Social Studies - American History

Courses taken every other day:
- World Languages: World Cultures Immersion 7 OR Spanish 7 OR French 7
- Physical Education
- Health (for ¼ year)
- Digital Media Design (¼ year)
- Advisory Lab (½ year)

AND

Exploratory Cycle:
- Introduction to Business/Personal Finance (¼ year)
- Forensics (¼ year)
- Fine Art (¼ year)
- Theater (¼ year)

OR
- Band or Chorus

EIGHTH GRADE COURSES

Courses taken every day:
- English Language Arts
- Mathematics: Pre-Algebra or Algebra I
- Science (Integrated Earth / Life / Physical)
- Social Studies - Civics and Modern U. S. History

Courses taken every other day:
- Physical Education
- Health (for ¼ year)
- Coding and Robotics (¼ year) *
- Advisory Lab (½ year) *

AND

Exploratory Cycle:
- Career Exploration (¼ year)
- Video Production (¼ year)
- Industrial Arts and Design (¼ year)
- Drama (¼ year)

OR
- Band or Chorus

World Languages:
- World Cultures Immersion 8 OR Spanish 8 OR French 8 (every other day)
- OR French II or Spanish II (every day in lieu of courses indicated by an *)
ADVISORY LAB

In order to help meet the needs of all learners in the diverse middle school student population, Advisory Lab provides time within the school day to respond to students’ varied needs and interests, whether that be in the form of intervention, enrichment, or self-directed personalized and group learning opportunities intended to improve the overall learning experience for students. Relatively small groups of students are given the opportunity to engage in self-directed activities such as online tutorials, working with peers on cooperative group projects assigned in their classes, independent reading/writing/mathematics work, enrichment activities introduced to them by classroom teachers, passion projects, etc.

ELA/Math Interventionists, ESL teachers, Guidance Counselors, and other related services staff may meet with students during Advisory Lab when possible, reducing the need to pull students out of classes throughout the school day. Staff may also use Advisory Lab to meet with their students in an advisor-advisee manner or for additional extracurricular activity time. Some students may have additional time in World Language as an alternative to Advisory Lab when appropriate.

ENGLISH LANGUAGE ARTS

The Middle School English Language Arts Curriculum is aligned to the New Jersey Student Learning Standards for English Language Arts and The Teachers College Reading and Writing Project (TCRWP) Units of Study in both reading and writing. It utilizes the workshop model of instruction in both reading and writing. The curricular calendar for each grade is aligned to selected TCRWP units of study and various resources to support instruction across each unit. Students read and write across a wide variety of genres as well as study the effective uses of mechanics and grammar.

The curriculum supports, encourages, and facilitates choice/independent reading that allows students to pursue topics and genres of interests. Each middle school classroom has a robust classroom library that supports student choice as independent readers. The curriculum also embeds Book Club literacy experiences that engage students in reading partnerships and deep, thoughtful discussions about such topics as characterization, theme, setting, and author’s purpose.

Students who wish to apply for acceptance into 7th and 8th grade Honors English need to submit a letter of intent to their guidance counselor. The student evaluation process for admission to the honors course includes an assigned writing task, report card grades, assessment results and teacher recommendation.

SOCIAL STUDIES

Written in conjunction with the College, Career, and Civic Life (C3) Framework for Social Studies, the curriculum places a strong emphasis on student inquiry, investigation, and self-discovery. Students learn how to pose questions and formulate opinions on past events in order to build their capacity to analyze events that are currently taking place. They develop the skills needed in order to be knowledgeable active American citizens.

The 6th grade Social Studies curriculum encompasses World History from the “Dawn of Civilization” through the “Ancient Period”, concluding with the “Middle Ages”. The 7th grade Social Studies course is a survey of European and early American History beginning with the Protestant Reformation and continuing through to the American Civil War. The 8th grade Social Studies course is a survey of American History beginning with Reconstruction and continuing through to the end of the Cold War.

Geography and Civics are embedded in grades six through eight curriculum. Students study the major physical and natural resources of a region as well as the landscapes, waterways, and climate of all the continents. They also examine the locations of countries and major cities around the world with regard to the effect of the geography of an area on the economy and population of a region. In Civics, students begin with the study the early foundations of government in the ancient world, concluding with the writing of the United States Constitution. There is a strong focus on the function of the federal, state, and local governments, the electoral process, the separation of powers, and responsible citizenship.
**MATHEMATICS**

Building on the foundation in whole numbers, fractions and decimals that students gained in elementary school, the middle school mathematics curriculum includes more in depth study of topics from geometry, algebra, and probability and statistics. The curriculum includes content from the following domains in all three grades of the middle school mathematics curricula: ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability. In eighth grade, the students are also introduced to the concept of a function.

The following K-12 mathematical practices are fostered further in middle school in preparation for their extended use in high school: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. Students are given experience with open-ended problems that can be solved in a variety of ways and are required to explain their reasoning on a regular basis.

**Math 6:** The sixth grade students study number system, ratio, rates, and percents, as well as an introduction to algebraic expressions and equations, geometry, integers and inequalities, and statistics and data displays.

**Math 7:** In seventh grade, content from sixth grade is extended and reinforced and additional concepts related to rational numbers, percents, probability, angles, circles, and three-dimensional shapes are included.

**Math 7/8:** This honors level course accelerates through both the 7th and 8th grade math curriculum in order to provide a smooth transition to algebra for those students who are determined to be ready to handle this level of work and more abstract thinking. Students are selected for this course based on district assessments, marking period grades in Mathematics and English Language Arts, and teacher recommendation.

**Pre-Algebra:** In eighth grade, work with number concepts is reinforced from previous grades, irrational numbers are introduced, and geometry is extended to include concepts such as congruence, similarity, and the Pythagorean Theorem. In addition, algebraic concepts of equations and expressions are reinforced and extended to include exponents and scientific notation as well as introducing systems of equations, linear, and nonlinear functions, and topics from statistics including scatter plots and additional data displays are studied.

**Algebra I:** This honors level course provides a more formal introduction to the techniques of elementary algebra and its logical structure. It emphasizes algebra as a means of representation (in translating quantitative relations to equations, tables, or graphs) and algebraic methods of problem solving using both pencil-and-paper exercises and activities involving the graphing calculator. Topics included are: properties of real numbers; solving linear equations; graphing linear equations and their functions; writing linear equations; solving and graphing linear inequalities; systems of linear equations and inequalities; exponents, exponential functions, and sequences; quadratic equations and functions; polynomials and factoring; data analysis and displays; and radicals and connections to geometry.

Selected seventh graders are given a cognitive abilities test and an algebra diagnostic test during the third marking period. This data, as well as performance on district assessments, marking period grades in Mathematics and English Language Arts, and teacher recommendation are used to determine placement of students in Algebra I in grade eight. Students who qualify for this course are notified during the first week of June. A minimum grade of 80 in Algebra I is required by the high school to be considered for placement in the honors mathematics program in ninth grade.

**SCIENCE**

Science at the middle school level is an integrated program and incorporates topics from earth, life, and physical science each year as specified in the Next Generation Science Standards (NGSS) adopted by the state of New Jersey. Students are guided through lab activities, engineering challenges, and independent projects to acquire the knowledge and reasoning skills necessary to understand scientific explanations, generate scientific evidence through active investigation, reflect on scientific knowledge, and participate productively in science.

The eight practices of science and engineering, specified in the NGSS, are essential for all students to learn and are incorporated throughout: Asking questions (for science) and defining problems (for engineering), developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations (for science) and designing solutions (for engineering), engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students learn the engineering design process through the science curriculum, culminating with an independent project done at the end of eighth grade.
WORLD LANGUAGES

**Exploratory Spanish & French Cultural and Language Immersion (Grade 6):** This course integrates culture with all four language skills—listening, reading, writing, and speaking. Students are introduced to both the French and Spanish languages through engagement in meaningful conversation to help them develop the ability to interpret spoken and written language. Utilizing a student-centered approach including activities such as role-playing, students are expected to work together to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures.

**World Cultures Immersion (Grade 7):** This course combines world languages both past and present with the elements that make each culture unique. It is a people-centered study of Ancient Greek and Roman culture, the birth of the Latin language, and the Romance languages that followed, beginning with Italian. Through exploration and project-based learning, students are engaged in the study of historical and present-day culture, geography, and traditions designed to foster an interest in two of the languages offered at the high school level.

**Spanish 7 or French 7:** Students continue to develop their spoken and written language skills and knowledge of culture in either French or Spanish while also being exposed to beginning grammar concepts, sentence structure, and new vocabulary. *Pre-requisite: 6th grade World Language teacher recommendation*

**World Cultures Immersion (Grade 8):** This course continues the people-centered study of the elements that make different cultures unique by focusing on the French and Spanish speaking world. The two additional languages are the platform for continued exploration, project-based learning, and engagement in the study of historical and present-day culture, geography, and traditions. The intention is to enable students to make an informed decision regarding further study of world language at the high school level.

**Spanish 8 or French 8 (same language as in grade 7):** Students continue to develop their spoken and written language skills and knowledge of culture in either French or Spanish as well as further expanding their ability to utilize grammar concepts, sentence structure, and vocabulary. Successful completion of this course prepares students for enrollment in level II of the language in high school. *Pre-requisite: French 7 or Spanish 7*

**Spanish II or French II:** Using the same curriculum as is used in high school second year world language, this rigorous course emphasizes higher level communication skills in the target language. The expectation is that successful completion of this course will result in enrollment in French III or Spanish III upon entering high school. *Pre-requisite: grades & teacher recommendation in World Language as well as performance in English Language Arts*
GRADE 6 – COMMUNITY AND EXPLORATORY CYCLE COURSES

Courses may be offered depending on student enrollment and are subject to change and revision.

STUDY SKILLS
In order to assist students in transitioning from elementary to middle school, this course focuses on time management, goal setting, organization, digital citizenship, stress management, public speaking, interpersonal and written communication, and effective research strategies. Students also learn how to work collaboratively on group projects and to analyze their own strengths and learning styles.

FINE ART 6
Students explore works of art in relation to history and cultural influence. They are introduced to the elements and principles of art and use the knowledge learned to create artwork using a variety of techniques and mediums.

HANDS-ON CONSTRUCTION LAB
In this course, students explore their creativity through hands-on experiential learning. By using the design thinking process, they have the opportunity to create, collaborate, and communicate with their peers to develop new solutions for the classroom, school, and possibly even the local and global community. Students are exposed to a variety of resources and materials that support them in creating prototypes of their innovative designs.

PHOTOGRAPHY
In this course, students investigate, practice, and apply principles of photographic composition and the technical skills needed to use a variety of digital cameras and image editing programs. They creatively use a variety of techniques to photograph a wide range of subjects and learn how to effectively critique photographs as well as use peer feedback to select pieces for their digital portfolios.

SCRIPT AND SCREENWRITING
In this course, students explore multiple forms of scripts and create projects that allow them to implement skills in storytelling, plot and character development, dialogue in cinematic and theatrical format. In addition, they explore the history of screenplays and scripts, plays, cinema, and commercials to create productions for a variety of audiences and venues.

BAND
The band program includes the instrumental study of scales, rhythm exercises and playing techniques. Students play various types of music including marches, classical show music, popular music, etc. As individual lessons are not a part of the program, students who elect band must know how to play an instrument as well as read music. Students taking this course are required to perform in a winter concert, a spring concert, and at graduation.

CHORUS
The chorus program is designed to develop student skills required for vocal performance, and includes ear training, basic music theory, music history, vocal production techniques of breathing, tone quality, singing in harmony and counterpoint. Students taking this course are required to perform at school recitals and evening concerts.
GRADE 7 – COMMUNITY AND EXPLORATORY CYCLE COURSES

Courses may be offered depending on student enrollment and are subject to change and revision.

DIGITAL MEDIA DESIGN
In this course, students develop their ability to effectively communicate through the use of various multimedia tools. In this hands-on class, students are introduced to the basic elements of graphic design, stop-motion animation, sound design, and website design. This course prepares students to become creators of digital content in today’s technology-rich society.

INTRODUCTION TO BUSINESS / PERSONAL FINANCE
This is a student-centered course that provides a basic introduction to the role that business plays in our global economy. Topics examined include business ownership, marketing, advertising, consumerism, personal budgeting, and practical money skills. This course also serves to foster an interest in the Business Management and Administration Pathway offered at the high school level.

FORENSICS
This is an investigative course in which students learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. Students play the role of an investigator to evaluate physical, chemical, digital, and eyewitness evidence, to determine the likely perpetrator of staged classroom crimes.

FINE ART 7
This course focuses on giving the student experiences with which to develop his/her ability to express himself/herself artistically while further developing his/her respect and sensitivity to the arts. Personal imagination is developed and encouraged through activities which involve the elements and principles of art and a variety of introductory techniques and mediums, including drawing, painting, printmaking, computer-generated art, and working with 3D form.

THEATER
This course is designed to have students explore their creativity through the arts involved in acting, scene design, lighting, playwriting, makeup, costumes, directing, and dance.

BAND
This course continues instrumental study in scales and techniques, playing selections of various types of music and the developing of sight-reading skills. Students who elect this course must know how to play an instruments as well as read music and are required to perform in a winter concert, a spring concert, and at graduation. Pre-requisite: Students who elect this course MUST play a band instrument.

CHORUS
The chorus program continues to give students with vocal ability the opportunity to develop the skills required for vocal performance. The repertoire includes choral ensemble and solo material from many musical periods. Students taking this course are required to perform at school recitals and evening concerts.
GRADE 8 – COMMUNITY AND EXPLORATORY CYCLE COURSES

Courses may be offered depending on student enrollment and are subject to change and revision.

CODING AND ROBOTICS
In this course, students use computer science as a medium for creativity, communication, and problem solving. They are introduced to several programming languages to make interactive games and stories as well as apply engineering skills through an introduction to robotics.

CAREER EXPLORATION
This course is designed to introduce students to the world of careers. Utilizing the National Career Clusters Framework as a guide, students examine various careers in different areas including law and public safety, manufacturing, finance, business management and administration, science, technology, engineering and mathematics, information technology, and human services. With the assistance of career interest surveys, students gain a sense of understanding regarding careers that may match their personalities and interests as well as their outlook for the future.

VIDEO PRODUCTION
In this course, students learn the fundamentals of video production from pre-production (storyboarding) through post-production (editing). Students use video production equipment and applications to produce digital content for authentic audiences that is both informative and artistic in nature. Productions may include public service announcements, newscasts, documentaries, and short films.

INDUSTRIAL ARTS AND DESIGN
Students are encouraged to demonstrate their creativity through a range of projects. They are given the opportunity to apply what is being learned for personal satisfaction and the development of life skills. Projects involve the design and construction of a variety of different pieces of work and may be created through computer design/graphics, sewing and needlecraft, work with textiles, or functional art and design.

DRAMA
Drama is an art form that tells a story through the speech and actions of the character in a story. Working in groups and individually, this exciting course takes the student through a variety of activities such as pantomime, improvisation, theater games, and scene-study.

BAND
This course continues instrumental study in scales and techniques, playing selections of various types of music, and developing of sight-reading skills. Students taking this course are required to perform in a winter concert, a spring concert, and at graduation.

Pre-requisite: Students who elect this course MUST play an instrument.

CHORUS
The chorus program continues to give students with vocal ability the opportunity to develop the skills required for vocal performance. The repertoire includes choral ensemble and solo material from many musical periods. Students taking this course are required to perform at school recitals and evening concerts.
PHYSICAL EDUCATION

The middle school Physical Education curriculum reflects a diversity of experiences based on building skill competencies with an emphasis on safety. Cooperative learning activities, competitive games, and highly structured skill-based units provide opportunities for students to build self-esteem while starting to discover their athletic potential.

HEALTH

The middle school Health curriculum, building upon the elementary Health curriculum, continues to lay a foundation of knowledge that encourages students to choose a healthy lifestyle. The curriculum includes the following basic units of study: “Health and Wellness”, “Decision Making and Goal Setting”, “Nutrition”, “Substance Abuse Prevention”, “First Aid/CPR”, and “Relationships and Sexuality”.

AFTER SCHOOL ACTIVITIES

Activities available to middle school students may include:

- Student Council / Student Activities
- Newspaper
- STEM Club
- Math Club
- Environmental Club
- Boys & Girls Soccer*
- Wrestling
- Cheerleading*
- Baseball*
- Yearbook
- Drama / Variety Show
- Peer Leadership
- Boys & Girls Cross Country
- Friendship Club
- Girls Field Hockey*
- Boys & Girls Basketball*
- Softball*
- Boys & Girls Track

* 7th and 8th grade only

GRADING SCALE

Beginning in sixth grade, and continuing through grade twelve, report card grades are reported numerically for all subjects.
MIDDLETOWN TOWNSHIP BOARD OF EDUCATION

EQUAL OPPORTUNITY POLICIES

The Middletown Township Board of Education affirms its responsibilities to ensure that all students in the public schools of this township have an equal opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall, solely by reason of their handicap, be denied the benefits of or subjected to discrimination in any activity.

The school system’s Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent’s office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

The Board of Education has established a procedure for staff, students or parents on a student’s behalf to follow in filing a complaint dealing with alleged violation, misinterpretation, or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district’s policy manual under Policy #5750.

The building principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Kimberly Pickus, Assistant Superintendent for Human Resources and Curriculum & Instruction
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Leonardo New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:

Robert Dunn, District Director of Special Education
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Leonardo New Jersey 07737
(732) 671-3850
The Middletown Board of Education
834 Leonardville Road, 2nd Floor
Leonardo, New Jersey 07737

Pamela Rogers, President
Robin Stella, Vice President

William O. George III, Ed. D., Superintendent of Schools
Amy P. Gallagher, Business Administrator/Board Secretary

Kimberly Pickus, Assistant Superintendent of Human Resources, Curriculum and Instruction
Mary Ellen Walker, Assistant Superintendent of Student Activities/Services
Marjorie M. Caruso, District Director of Curriculum and Instruction K-12
Charlene O'Hagan, District Director of Curriculum and Instruction K-12
Robert Dunn, District Director of Special Education
Patrick Rinella, District Director of Student Support Services
Joseph R. Carroll, Director of Athletics
Steven Graziano, Director of Fine, Performing, and Practical Arts K-12
John Kerrigan, Director of Mathematics K-12
Wendy Morales, Supervisor of Digital Media Arts and Technology K-12
Devyn Orozco, Director of Science, Health and Physical Education K-12
Chris Reginio, Director of Social Studies, World Language, and Business K-12
Jessica Shaw, Director of Staff Development and Special Projects K-12
Lucinda Van Glahn, Supervisor of English Language Arts K-12
Jamie Koransky, Student Services Director of Child Study Teams
Danielle Schroock, Supervisor of Instruction - Special Education
Sharon Thimons, Student Services Director of Special Class Programs, Preschool, and Related Services

Bayshore Middle School
(732) 291-1380
Michael Scarano, Principal
Michael Gannon, Assistant Principal

Thompson Middle School
(732) 671-2212
Brian Currie, Principal
Steven Trudell, Ed.D., Assistant Principal

Thorne Middle School
(732) 787-1220
Thomas Olausen, Principal
James Homiak, Assistant Principal