

# MIDDLE 26 27 SCHOOL



EYER MIDDLE SCHOOL  
AND  
LOWER MACUNGIE MIDDLE SCHOOL



# PROGRAM OF STUDIES

# MIDDLE SCHOOLS

## EYER MIDDLE SCHOOL

5616 Buckeye Road  
Macungie, PA 18062  
Main Office: (610) 965-1600

[Visit our website:  
https://www.eastpennsd.org/eyer/](https://www.eastpennsd.org/eyer/)

## LOWER MACUNGIE MIDDLE SCHOOL

6299 Lower Macungie Road  
Macungie, PA 18062  
Main Office - (610) 395-8593

[Visit our website:  
https://www.eastpennsd.org/lmms/](https://www.eastpennsd.org/lmms/)

## TABLE OF CONTENTS

<b>I</b>	- Course Selection Guidelines	<b>06</b>	- Social Studies	<b>13</b>	- Exploratory: Health
<b>01</b>	- East Penn Mission, Vision, and Portrait of a Graduate	<b>07-08</b>	- Mathematics	<b>14</b>	- Exploratory: Wellness/Fitness
	- Board of Directors	<b>09</b>	- Science	<b>15</b>	- Music Electives
<b>02-03</b>	- Special Education: Services and Programs	<b>10</b>	- Related Arts: Art & Music	<b>16</b>	- World Language
<b>04</b>	- Language Arts	<b>11</b>	- Related Arts: FCS & Tech Ed.	<b>17</b>	- Our Libraries
<b>05</b>	- Multilingual Learners	<b>12</b>	- Exploratory: Computers		

## COURSE SELECTION GUIDELINES

### GUIDELINES FOR COURSE SELECTION 6th GRADE

Students in Grade 6 will be assigned to courses from both the core academic and exploratory programs. For Math, students are placed in accelerated courses based on their performance in class, on i-Ready diagnostic assessments, past PSSA scores, and projections of their future PSSA scores.

### GUIDELINES FOR COURSE SELECTION 7th and 8th GRADE

Students in Grade 7 and 8 will be assigned to courses from both the core academic and exploratory programs. Core academic courses are offered in two levels of coursework:

#### ON-LEVEL COURSES

On-level courses offers students access to East Penn's rigorous core curriculum, which encompasses all appropriate state and national standards.

#### HONORS COURSES

Honor courses are offered in Science, Language Arts and Social Studies. These courses offer the same rigorous core curriculum as on level courses. Students will enrich their learning through more complex texts, extended writing assignments, and independent research. Eligibility for Honors level courses is determined by teacher recommendation, current content area course grades, related standardized tests scores, and student interest.

# EAST PENN SCHOOL DISTRICT

## MISSION

We foster a community in which students become effective problem solvers, collaborators, critical thinkers and communicators.

## VISION

Our students will grow into confident, adaptable, compassionate individuals who will become lifelong learners and contributors to a global society.

## PORTRAIT OF A GRADUATE [SKILLS]

COLLABORATORS



EFFECTIVE  
COMMUNICATOR



CALCULATED  
RISK TAKERS



CONSCIENTIOUS  
RESEARCHERS



INNOVATIVE  
CREATORS



FLEXIBLE &  
CREATIVE THINKERS



PROBLEM SOLVERS



SELF-DIRECTED  
LEARNERS



CRITICAL  
THINKERS



ENGAGED  
CITIZEN



## PORTRAIT OF A GRADUATE [ATTRIBUTES]

INCLUSIVE

SELF-AWARE

CONFIDENT

ADAPTABLE

REFLECTIVE

CARING & COMPASSIONATE

PERSISTENT

INTROSPECTIVE

CURIOUS

GLOBALLY AWARE

RESILIENT

PHYSICALLY & MENTALLY HEALTHY

## BOARD OF SCHOOL DIRECTORS

Shonta E. Ford,  
*President*

Gabrielle Klotz,  
*Vice President*

Jeffrey Jankowski  
Timothy Kelly

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*Treasurer*

Dr. Kristen Campbell,  
*Superintendent of Schools*

Marc S. Fisher, Esq., Gross McGinley, LLP

### ADMINISTRATIVE OFFICE

Administrative Office  
800 Pine Street  
Emmaus, PA 18049  
610-966-8300

# ***SPECIAL EDUCATION*** SERVICES AND PROGRAMS

In accordance with both Pennsylvania and federal laws, students who meet the criteria for special education eligibility possess the right to participate in the general education curriculum within a standard educational environment known as the Least Restrictive Environment (LRE). The framework of support and services is outlined in the student's Individualized Education Program (IEP). The fundamental principle of providing a Free and Appropriate Public Education (FAPE) to students with disabilities commences with considering services within the LRE. The organization and delivery of special education services are designed to be adaptable and responsive, ensuring that the student's unique eligibility requirements are met without unnecessarily isolating them from the standard educational setting. Supplementary aids and services provided to each student are contingent upon their specific needs. The East Penn School District actively promotes inclusive opportunities for all its students.

Students are encouraged to participate to the fullest extent possible in the general education curriculum within the standard classroom, with appropriate accommodations, adaptations, or modifications when necessary. The district offers a comprehensive range of services and programs, and eligible students may receive instruction through supplemental curricula. Service/program alternatives may be considered when intensifying the study program

becomes necessary to address the student's overall needs.

Transition planning initiates at age 14, with the IEP team determining the courses that will prepare the student for life beyond high school during this process. The transition planning, involving the student and parent, encompasses various aspects such as college or post-high school planning, exploration of employment opportunities, and independent living skills, including recreational and leisure activities.

The planning also involves selecting high school courses that align with the student's future goals. Early planning promotes a coordinated approach between the student's current education and their future aspirations. Students are encouraged to prepare for post-high school education, whether it be college or vocational/technical school. Those considering college are advised to take the PSAT and SAT assessments, with or without accommodations. Some students may opt for a vocational curriculum and attend the Lehigh Carbon Technical Institute (LCTI), which offers a diverse range of programs.

All students receiving special education services are assured the opportunity to earn a high school diploma. The IEP Team determines the criteria for awarding a diploma, with eligible students required to successfully complete all mandatory courses and credits, as well as meet performance standards through assessments or via the IEP transition goals.

## **CO-TAUGHT COURSES**

Co-teaching is an evidence-based approach aimed at aiding students in need of academic support, with a particular focus on helping them meet the heightened literacy requirements necessary for career and college readiness. In co-taught classes, there are two educators collaborating: one holds certification in a content area, such as English or mathematics, while the other is certified in special education.

# ***SPECIAL EDUCATION*** SERVICES AND PROGRAMS

The primary objective of the middle level co-teaching program is to deliver high-quality instruction to academically at-risk students, those currently not demonstrating proficiency, within a setting that emphasizes both high expectations and robust support. This program is structured to provide standards-based instruction aligned with Pennsylvania graduation requirements, incorporating substantial support measures to ensure compliance. Such support entails a concept-oriented approach, alternative teaching and assessment methods, and increased teacher-student interaction.

In this dynamic environment, students will receive comprehensive support for their core learning needs while simultaneously developing personal skills. Roles and responsibilities within the classroom are clearly defined, and individualized support is precisely targeted to each student. The curriculum adheres to grade-level standards but is adapted as needed, fostering the belief that diligent effort leads to success.

## **SPECIALIZED PROGRAMS**

East Penn School District offers specialized programs designed to support students with unique learning and behavioral needs. These programs include Autistic Support and Emotional Support services, which provide individualized instruction, structured learning environments, and targeted interventions to help students succeed academically, socially, and emotionally. Placement in these programs and associated courses is determined by the student's Individualized Education Program (IEP) team based on identified needs and goals. Support services may include small-group instruction, behavior management strategies, social skills development, related services, and collaboration with general education teachers to ensure an inclusive and supportive learning experience.

# ACADEMIC PROGRAMS

## LANGUAGE ARTS

① Summer Reading Requirements: [tinyurl.com/MiddleSummerReading](https://tinyurl.com/MiddleSummerReading)

### GRADE 6 & 7

*In 6th and 7th grade the PA Core English Language Arts standards are separated into two courses: Language Arts and Reading.*

#### LANGUAGE ARTS

This course is designed to cultivate strong analytical and communication skills through the exploration of various literary and informational texts. This course aims to empower students to become proficient writers and effective communicators by honing their ability to critically analyze and respond to a wide range of written materials. Throughout the year, students will delve into both fiction and informational texts, developing a deep understanding of literary elements, text structure, rhetorical strategies, and the nuances of effective communication. By engaging with diverse genres, students will strengthen their analytical thinking, interpretive skills, and gain a deeper appreciation for the art of written expression.

#### READING

This course focuses on analyzing fiction and informational texts, emphasizing critical thinking, vocabulary, fluency, and comprehension. Students will explore literary elements and practice writing about reading to enhance their ability to express thoughts effectively. Through interactive activities and writing connections, students will build a strong foundation in language arts, equipping them with the skills to navigate texts confidently and articulate insights thoughtfully.

### GRADE 8

#### LANGUAGE ARTS

The eighth grade Language Arts course develops our students as readers and writers. Utilizing a workshop approach, learners spend a significant amount of time reading and writing during class while receiving small group and one-on-one coaching from the teacher. Instruction centers on the study of mentor texts and in-context application. Students engage in an iterative, collaborative, writing process and there is a deliberate focus on communicating to an authentic audience. Students explore fiction and non-fiction text, as well as, student choice books. In addition, students learn to utilize reading strategies to become critical consumers of texts and respond to text through writing, journaling, and discussion.

#### READING SEMINAR (6TH, 7TH, 8TH)

This class employs research-based practices with the goal of helping students to learn and to apply the skills of an effective reader, not only in reading class, but as they read across the curriculum. **Course placement is a data-based decision.**

# **MULTILINGUAL** LEARNERS

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) NEWCOMER**

ESL Newcomer is a course for students who have recently arrived in the United States. Learners will utilize the National Geographic Inside Level A curriculum including the textbook and supporting materials. This course provides students with beginning exposure to the English language in the areas of reading, writing, speaking, and listening. Students will be exposed to various types of fiction and non-fiction texts as well as begin to develop their academic writing through vocabulary studies. Assessments and instruction incorporate strategies for meeting the needs of newcomer English learners and are aligned with the Common Core State Standards and National Geographic's Inside, Level A. This class is two periods a day and can be taken in addition to the ESL Beginner class. Enrollment in Fundamentals is dependent upon WIDA scores and teacher recommendation.

## **ENGLISH LANGUAGE DEVELOPMENT (ELD) BEGINNER**

Beginner English Learners will utilize the National Geographic Inside B curriculum including the textbook and supporting materials. This course provides students with an increasing exposure to the English language in the areas of reading, writing, speaking, and listening. Students will develop solid English reading skills, be exposed to various genres of text, and will learn to incorporate increasingly sophisticated and complex writing skills to bolster success in all academic classes. Assessments and instruction incorporate strategies for meeting the needs of Intermediate English language learners and are aligned with the Common Core State Standards and National Geographic's Inside, Level B. This class is two periods a day. Enrollment in the class is dependent upon WIDA scores and teacher recommendation.

### **i NOTE:**

Multilingual learners may also receive push in services from the ESL Specialist or ESL ASA to provide additional language support in ELA classes.

# **PROGRAMS**

# SOCIAL STUDIES

*Civic learning is a priority of the East Penn School District. It is our goal that students graduate as educated and active citizens and voters. While integrated across all subject area curriculum, civic learning is a centerpiece in our Social Studies courses. In addition, each course is designed to support student development in the area of economics, geography, and history. Through dynamic instruction including modeling, collaboration, and analysis of current events, students develop their ability to learn from the past to prepare for the future.*

## **GRADE 7**

This course explores the progression of civilizations in the Eastern Hemisphere, tracing their development from the fall of Rome in 476 through the Middle Ages and into the modern era. Students will closely examine the foundational elements of civilizations across Europe, Africa, and Asia, investigating overarching themes related to power, innovation, and the environment.

## **GRADE 6**

This course offers an examination of early civilizations, tracking their evolution from early human societies to the notable event identified by historians as the Fall of Rome, situated within the epoch commonly referred to as ancient history. Students will concentrate on the geography, culture, and historical narratives of Africa, Asia, and Europe. The major civilizations covered include those of the Fertile Crescent, Egypt, India, China, Greece, and Rome.

## **GRADE 8**

This course centers on the emergence of the American nation, spanning from the initial Exploration to the roots of the American Civil War. Participants will analyze the early political, economic, and social history of America. Emphasis will be placed on geographic factors, pivotal historical events, and the establishment of the U.S. government, while also delving into overarching themes associated with freedom and citizenship.

# ACADEMIC PROGRAMS

# MATHEMATICS

## MATH COURSE 1

*This course covers the 6th grade PA Core Standards:*

- Understand ratio concepts and use ratio reasoning to solve problems
- Apply and extend previous understandings of multiplication and division to divide fractions by fractions
- Identify and choose appropriate processes to compute fluently with multi-digit numbers
- Develop and/or apply number theory concepts to find common factors and multiples
- Apply and extend previous understandings of numbers to the system of rational numbers
- Apply and extend previous understandings of arithmetic to algebraic expressions
- Understand the process of solving a one-variable equation or inequality and apply to real-world and mathematical problems
- Represent and analyze quantitative relationships between dependent and independent variables
- Apply appropriate tools to solve real-world and mathematical problems involving area, surface area, and volume
- Demonstrate an understanding of statistical variability by displaying, analyzing, and summarizing distributions

## MATH COURSE 1-2

*Students in this course will receive accelerated instruction in Math Course 1 and the first half of Math Course 2. Students are identified for this course through a data-based placement process.*

## MATH COURSE 2

- Analyze proportional relationships and use them to model and solve real-world and mathematical problems
- Apply and extend previous understandings of operations with fractions to operations with rational numbers
- Apply properties of operations to generate equivalent expressions
- Model and solve real-world and mathematical problems by using and connecting numerical, algebraic, and/or graphical representation

- Solve real-world and mathematical problems involving angle measure, area, surface area, circumference, and volume
- Visualize and represent geometric figures and describe the relationship between them
- Draw inferences about populations based on random sampling concepts
- Draw informal comparative inferences about two populations
- Investigate chance processes and develop, use, and evaluate probability models

## MATH COURSE 2-3

*Students in this course will receive accelerated instruction in the second half of Math Course 2 as well as Math Course 3. Students are identified for this course through a data-based placement process.*

## MATH COURSE 3

*This course covers the 8th grade PA Core Standards:*

- Distinguish between rational and irrational numbers using their properties
- Estimate irrational numbers by comparing them to rational numbers
- Apply concepts of radicals and integer exponents to generate equivalent expressions
- Understand the connections between proportional relationships, lines, and linear equations
- Analyze and solve linear equations and pairs of simultaneous linear equations
- Define, evaluate, and compare functions
- Use concepts of functions to model relationships between quantities
- Apply the concepts of volume of cylinders, cones, and spheres to solve real-world and mathematical problems
- Understand and apply congruence, similarity, and geometric transformations using various tools
- Understand and apply the Pythagorean Theorem to solve problems
- Analyze and/or interpret bivariate data displayed in multiple representations
- Understand that patterns of association can be seen in bivariate data utilizing frequencies

# ACADEMIC PROGRAMS

## MATHEMATICS

### MATH STANDARDS (6TH, 7TH, 8TH)

These courses support students' academic needs in math through research-based interventions and progress monitoring. Teachers pre-teach and reteach the skills students are learning in the core math course. Students also work on fact fluency. **Course placement is a data-based decision.**

### NOTE:

#### SPECIAL MATH STATEMENT TO PARENTS

High school mathematics classes (Algebra 1 and higher) are provided in the middle school for students who have demonstrated mastery of grade level skills and require a more challenging curriculum. Grades earned in high school level courses are reported on a student's high school transcript, however, the grade will not be included in the high school GPA calculation unless the course is taken at the high school.

\*Any student planning to exempt a math class by exam must complete testing **prior to July 31st.**

#### MATH PLACEMENT PROCESS:

Students are placed in accelerated courses based on their performance in class, on i-Ready diagnostic assessments, past PSSA scores, and projections of their future PSSA scores. We strive to appropriately challenge and support all students through course acceleration and individualized skill practice based on each student's math background.

### ALGEBRA 1 HONORS

The content includes solving equations and inequalities, linear graphs and functions, systems of equations and inequalities, exponents, polynomials, radicals and an introduction to data analysis. Students will complete the Keystone Exam at the end of this course.

### ALGEBRA 2 HONORS

This course includes polynomial functions, joint variations, rational zeros, systems of equations in three variables, rationalizing the denominator, probability and statistics and basic operations on matrices. An entire unit on algebraic proofs is also included to adequately prepare the students for advanced mathematics courses.

## KEYSTONE EXAMS PROGRAM OVERVIEW

The Keystone Exams are end-of-course assessments designed to assess proficiency. Currently, the only Keystone exams being administered at the middle level are in the subject areas of Algebra I. The Keystone Exams are one component of Pennsylvania's system of high school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards— standards aligned with expectations for success in college and the workplace. In order to receive a diploma, students must also meet local district graduation requirements. Detailed information about the Keystone Exams can be found at: <http://www.pdesas.org/Assessment/Keystones>

# **ACADEMIC PROGRAMS**

## SCIENCE

### **GRADE 6**

This course is taught using an inquiry-based, three-dimensional approach aligned with the STEELS Standards. Students engage in the science and engineering practices, apply crosscutting concepts, and develop understanding of key physical science ideas through hands-on investigations and problem solving. Units of study include contact forces, forces at a distance, thermal energy, chemical reactions and matter, chemical reactions and energy, and light and matter. Students will ask questions, analyze and interpret data, construct explanations, and use models to understand how energy and matter interact in physical systems. Technology and collaborative investigations will support students as they explore real-world scientific phenomena.

### **GRADE 7**

This course is taught using an inquiry-based, three-dimensional approach aligned with the STEELS Standards. Students engage in the science and engineering practices, apply crosscutting concepts, and develop understanding of key life science ideas through hands-on investigations and problem solving. Units of study include cells and body systems, metabolic reactions, matter cycling and photosynthesis, genetics, natural selection, and ecosystem dynamics. Students will ask questions, develop and use models, analyze and interpret data, and construct explanations to understand how living systems function, how traits are inherited, and how organisms interact with their environments. Technology and collaborative investigations will support students as they explore real-world biological phenomena.

### **GRADE 8**

This course is taught using an inquiry-based, three-dimensional approach aligned with the STEELS Standards. Students engage in the science and engineering practices, apply crosscutting concepts, and develop understanding of key Earth and space science ideas through hands-on investigations and problem solving. Units of study include weather, climate, and water cycling, Earth in space, plate tectonics, natural hazards, and Earth's resources. Students will ask questions, analyze and interpret data, develop and use models, and construct explanations to understand how Earth's systems interact and change over time. Technology and collaborative investigations will support students as they explore real-world Earth science phenomena.

# **RELATED ARTS**

## ARTS & MUSIC

 **9-WEEK ROTATIONS**

### **GRADE 6**

#### **ART**

This course serves as an introduction to basic design principles and art terminology. Projects will include figure drawing, painting, and some form of 3D art. Students will have experiences in art criticism, art aesthetics, and art history. Students will also be exposed to a computer mini-lab and a full ceramic studio as part of the middle school art program.

#### **MUSIC**

This course serves as an introduction to music theory and music history. In music theory, topics include notes, rests, treble and bass clef lines and spaces. Students will learn to perform songs on keyboards. Music specific technology is used.

### **GRADE 7**

#### **ART**

This course refines skills and attitudes formed in sixth grade. Students will improve their abilities in drawing as well as observation. Projects and experiences may include: drawing and painting in a variety of media, experiencing three-dimensional art, and exploring art history/cultural expressions of art. The use of the computer may be incorporated into the development of the projects.

#### **MUSIC**

This course refines music theory skills in notes, rests, treble and bass clef lines and spaces. Periods of music history continue to be explored. Students will play higher level keyboard songs. Music specific technology continues to be used.

### **GRADE 8**

#### **ART**

Eighth grade art expands skills and attitudes to a higher level. Students explore more advanced drawing and painting techniques including perspective, value, texture, and color theory. Projects involve more challenging materials in both two and three-dimensional areas. The use of the computer in conjunction with projects, and experience and understanding of ceramic design/production will be areas of focus. Skills learned in eighth grade will ready the student considering elective art classes at the high school level and a possible career in art. These skills also address the middle school focus of developing lifelong skills and appreciation for art.

#### **MUSIC**

This course expands on the music theory topics taught in sixth and seventh grades with more advanced activities. Music history topics expand to include world music. Various music specific technology is utilized to enhance instruction and activities.

# RELATED ARTS FCS & TECH ED.

 **9-WEEK ROTATIONS**

## GRADE 6

### FAMILY AND CONSUMER SCIENCE

This survey course will incorporate My Plate in choosing and preparing healthy and nutritious snacks. Emphasis will be placed on developing skills necessary to become a competent child care provider. Using time management skills, students will produce an individual project that can be utilized as a tool when caring for children.

### TECHNOLOGY EDUCATION

This is an activity-based course that focuses on the application of the tools, materials, and processes of communication, manufacturing, construction, transportation, and bio-technology. Students will study the ways that materials, energy, and information are processed to transmit information, build structures, make products, and move passengers and freight. The students will have the opportunity to apply technology to solve problems in each of the areas through the use of multimedia computers, hands-on activities and problem-solving experiences. The students will learn to work cooperatively through a variety of small and large group settings.

## GRADE 7

### FAMILY AND CONSUMER SCIENCE

Instruction in seventh grade Family and Consumer Science is organized around three areas: Individual and Family Development, Nutrition and Foods, and Resource Management. This course will incorporate the guidelines of My Plate in choosing and preparing healthy and nutritious breakfasts and snacks. Emphasis will be placed on the strength and vitality of the family throughout the life cycle. Using time management skills, students will produce an individual project.

### TECHNOLOGY EDUCATION

This is an activity-based course that focuses on the application of the tools, materials, and processes of communication, manufacturing, construction, transportation,

and bio-technology. Students will study the ways that materials, energy, and information are processed to transmit information, build structures, make products, and move passengers and freight. The students will have the opportunity to apply technology to solve problems in each of the areas through the use of multimedia computers, hands-on activities and problem-solving experiences. The students will learn to work cooperatively through a variety of small and large group settings.

## GRADE 8

### FAMILY AND CONSUMER SCIENCE

Instruction in eighth grade is organized around three areas: Consumer Education, Nutrition and Foods, and Resource Management. This course will take a look at the student's role as a consumer and how to avoid common consumer pitfalls. Students will explore the influence of advertising on our purchasing decisions. Students will have the opportunity to prepare recipes that will further their understanding of the principles of baking. Using time management skills, students will produce a project reflective of the activities provided in this course.

### TECHNOLOGY EDUCATION

This activity-based course encourages students to delve deeper into the various topics within our technological society. Students will expand upon their knowledge of technology's impact on mankind through a relevant, contemporary problem solving project. Students will also continue to develop their awareness of technology within their lives. Students will accomplish these goals through design and productions, using a variety of tools, machines, and computer-based multimedia packages. During this course students will have the opportunity to strengthen their interpersonal skills through small group activities.

# ***EXPLORATORY COURSES*** COMPUTERS

 **12-WEEK  
ROTATIONS**

## **GRADE 6**

This course will provide students with: file management skills, research skills, digital literacy, and Google Applications. An emphasis will be placed on the importance of making responsible decisions online. Students will explore careers and begin creating an online portfolio.

## **GRADE 7**

This course will provide students with a basic understanding of physical computing and coding through project-based learning. Students will be exposed to multiple coding platforms and have the opportunity to physically build projects that function through coding. Students will explore careers and the types of preparation necessary for career and college. Students will also learn the basic principles and facts of money management, saving and investing.

## **GRADE 8**

This course will provide students personalized learning in the areas of physical computing and coding through project-based learning. Students will use multiple coding platforms and design thinking to problem solve and create. This course will also provide students with the knowledge required to create web sites and will include fundamental techniques for editing images.

## HEALTH

### GRADE 6

This course is designed to introduce students to the decision-making process as it relates to healthful living and managing stress. Students will gain basic knowledge of many human body systems including: respiratory, circulatory, excretory, digestive, and an introduction to puberty and the male and female reproductive systems. There is also focus on educating children about the dangers of tobacco and anabolic steroid use.

### GRADE 7

This course is designed with an emphasis on decision-making as it relates to the importance of exercise and lifelong fitness, keeping body systems healthy and preventing violence. Body systems from the 6th grade health curriculum are briefly reviewed as well as new information presented about the skeletal, muscular, and reproductive systems. There is also focus on infectious diseases and the dangers of alcohol abuse.

### GRADE 8

This course is designed to recognize the behavioral choices that relate to sexual health, the dangers of drug abuse, and chronic diseases/disabilities. Mental health is another area of focus with information presented regarding overall wellness, mental disorders, and stress management. Students are also exposed to opportunities for careers in health related fields.

### NOTE:

#### SPECIAL HEALTH STATEMENT TO PARENTS

The middle school health curriculum includes a unit on 'human sexuality' dealing with the reproductive system, pregnancy and birth. Also, a unit on HIV/AIDS/Steroids and sexually transmitted diseases and prevention will be taught. Detailed information on these units is available at each school. HIV/AIDS/Steroids education is state mandated every year.

# EXPLORATORY COURSES



12-WEEK  
ROTATIONS

## WELLNESS/FITNESS

### GRADE 6

This course is designed to help students improve and monitor personal physical fitness. Students are provided with opportunities to learn fundamental skills for developing physical abilities. A variety of activities and games are presented to stimulate student interest and aptitudes.

### GRADE 7

This course provides the student with opportunities to improve their physical fitness and develop fundamental skills in a variety of games and activities. The activities in this course provide experiences that stimulate student interests and aptitude.

### ADAPTIVE FITNESS

This program is designed to meet the needs of individual students. It is available for those students who are unable to participate in a regular physical education setting.

### GRADE 8

This course provides the student with opportunities to learn more complicated skills for sport, fitness, and cooperative activities. The activities and experiences also stimulate student interest and teach life skills.

*Students who are well enough to attend school are expected to dress for and participate in physical education class unless they present a written note from a physician who explains why the student cannot participate in gym and the length that restriction will last.*

# ***ELECTIVES***

## MUSIC

### **i NOTE:**

#### **MUSIC ELECTIVES**

Music Electives are graded courses which meet during 9th period. Students may select a combination of music electives. In addition, attendance at rehearsals and the winter and spring **concerts are mandatory.**

### **BAND**

This program is designed to fulfill a need for students with musical talents on instruments of the woodwind, brass, and percussion families. This graded class provides ongoing small group lessons and performance opportunities. Students will participate in two concerts and performances in the community. \*

### **ORCHESTRA**

This program is designed to fulfill a need for students with musical talents on stringed instruments. This graded class provides ongoing small group lessons and performance opportunities. Students will participate in two concerts. \*

### **CHORUS**

Chorus is a graded class for students in grades 6, 7 and 8. Any student interested in chorus may sign up regardless of their skill level. Each grade level will develop/build their skills and interest in music, culminating in performances during the winter and spring.

*\* Only students who have been in band or orchestra in fifth grade, or have spoken with the director, may select band or orchestra for sixth grade.*

**Music electives may be added or dropped through October 15th and January 1st-15th.**

# 8TH GRADE ONLY

# WORLD LANGUAGE

World Language courses focus on listening, speaking, reading, and writing skills. Students will develop a knowledge and appreciation of diverse cultures in the many language speaking countries. Students will use diverse resources and authentic materials to help bring the language to life. Students will study within a grammar-supported program promoting communication skills that apply to everyday situations.

Students who are not recommended for Reading Seminar will select one of the following World Languages:

**FRENCH 1**

**GERMAN 1**

**SPANISH 1**

## **i** NOTE:

World Language students are required to take a comprehensive assessment at the end of each trimester of study, and are committed to a full year of World Language study.

**HIGH SCHOOL TRANSCRIPT:** Grades earned in Level 1 courses taken at the middle school are **reported on a student's high school transcript**, therefore, students who pass Level 1 at the middle school (80 or above) will not be permitted to schedule the same level 1 course at the high school. The course will not be included in the high school GPA calculation.

## **INTRODUCTION TO WORLD LANGUAGE**

In this course, students will explore the cultures and core elements (e.g. basic communication skills, sounds, words, and rhythms) of German, French, and Spanish. Students will discover differences and similarities between each language, how each language developed, and how Latin continues to influence these living languages today. The course is designed to spark curiosity and build interest in world languages. This introductory experience provides a foundation for future language study and is available for students as a next step after reading intervention. **Enrollment in this course is based on data and a recommendation process through the school team.**

# OUR MIDDLE SCHOOL LIBRARIES

## LIBRARY

Library in middle school is not a scheduled course. Rather, our school librarians work collaboratively with all grade-level faculty to support our curriculum, co-teach in multiple disciplines, inspire students to be lifelong readers, & provide resources both print and digital that enhance the learning experience for all students.

## RESOURCES CURATED BY GENRE

Our fiction shelves are organized by high-interest genres such as Fantasy, Sports, Graphic Novels, Horror, and many more. Specialized labels designate YA titles, dyslexic-friendly font, LGBTQ+ characters, manga, or titles available in another language to make student browsing easy and accessible.

## SPECIAL PROGRAMMING

Students will have the opportunity to participate in special lunches, author visits, makerspace activities, book fairs, and more.

## CHROMEBOOK SUPPORT

Our libraries work with our district Technology staff to provide support & troubleshooting when needed for student Chromebooks throughout the school day.

## OUR LIBRARIANS

### EYER M.S.

**MR. JACOB SOLANO**

### LOWER MACUNGIE M.S.

**MRS. ALICE BOULRICE**



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The East Penn School District is an equal opportunity education institution and will not discriminate in its educational programs, activities or employment practices on the basis of race, color, national origin, sex, age, religion, ancestry, disability, union membership or other legally protected classification. Announcement of this policy is in accordance with state and federal laws, including Title VI, Title IX, Section 504 and ADA.

For information regarding 1) civil rights, 2) grievance procedures, 3) services, activities and facilities that are accessible to and usable by handicapped persons, or 4) employee or participant complaints of harassment or discrimination, contact Mrs. Jessica Afflerbach, Human Resource Specialist, 800 Pine Street, Emmaus, PA, 18049. The Federal Drug-Free Workplace Act requires that your workplace be free of the illegal use of drugs and requires that we issue the following statements to you: No one is allowed to use, make, sell, distribute, or have in their possession any illegal drugs. Any violation of the act will lead to severe disciplinary action, which will normally include dismissal.