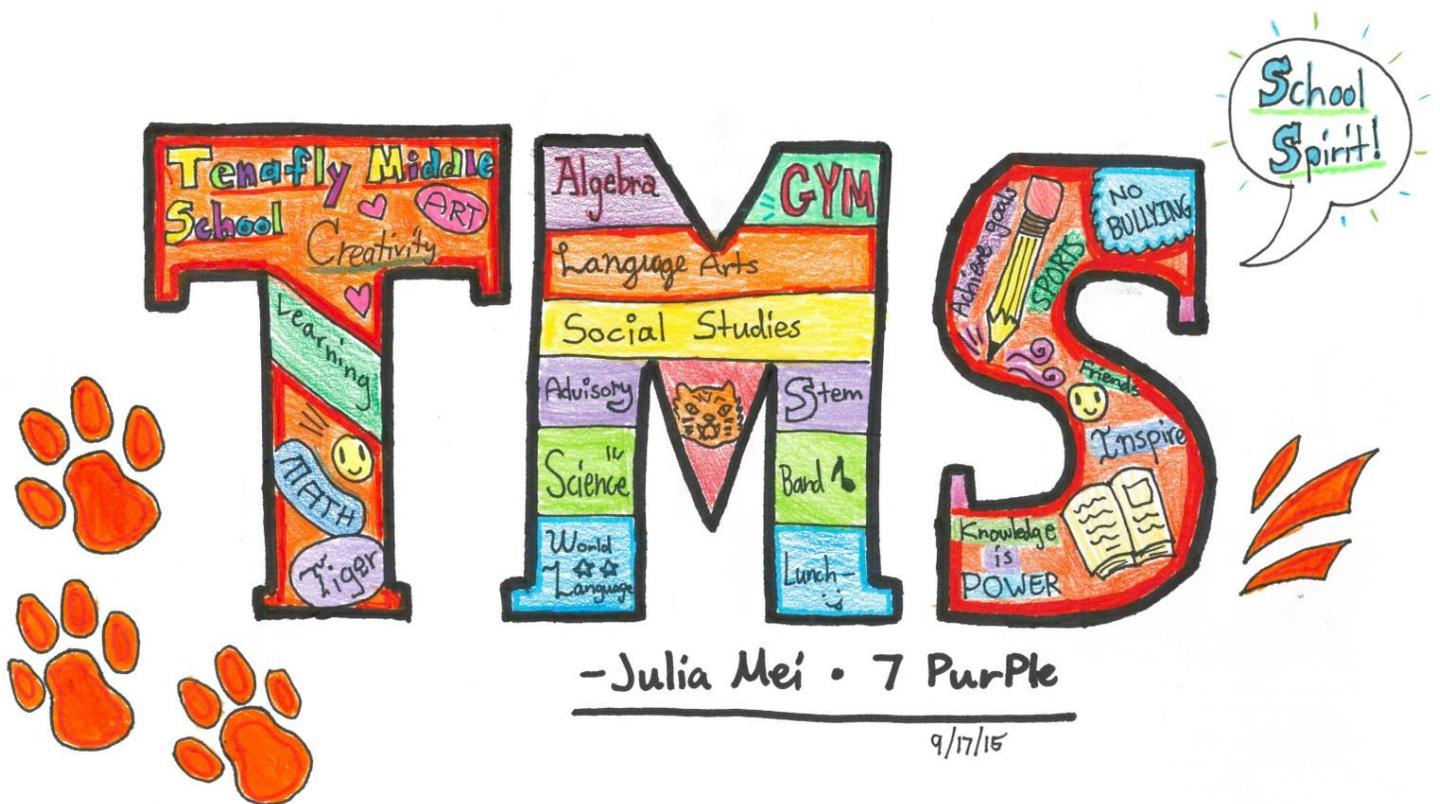
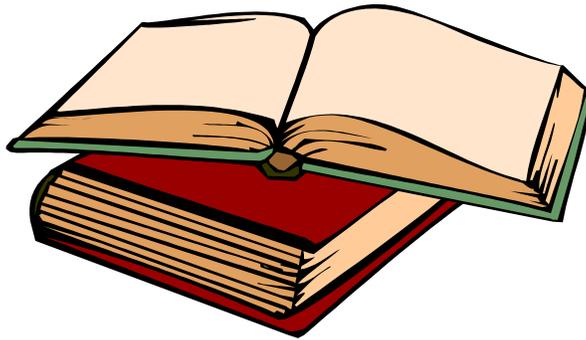


Program of Studies

2016 - 2017





PROGRAM OF STUDIES

2016-2017

TENAFLY MIDDLE SCHOOL

TENAFLY, NEW JERSEY 07670

201-816-4900

Tenaflly Middle School: What We Believe

As middle school educators, we recognize the important interdependence that exists between the academic and social-emotional learning of young adolescents. These principles are reflected in the revised TMS mission and vision statement. We hope that you will take the time to read and give thought to the document below. In recognition of our diverse TMS community, this document can be translated into Hebrew, Japanese and Korean, by selecting the representative flag on the TMS website.

www.tenaflly.k12.nj.us/ms

Tenaflly Middle School

A Community of Caring and Excellence

"Take Care of Yourself; Take Care of Each Other; Take Care of This Place"

Our Mission and Vision

"Tenaflly Middle School, in partnership with parents and the larger community, is dedicated to the growth and development of young adolescents by providing an environment that promotes academic rigor, academic integrity, social responsibility and lifelong learning."

Therefore, in recognition of the unique needs and characteristics of these students. . .

Our curriculum and instruction emphasize:

- Content mastery as well as applied skills in all disciplines so students can think critically, communicate effectively and become informed decision makers
- Instructional pacing matched to students' abilities and competencies
- Understanding for systems of knowledge, themes and concepts
- Open-ended yet guided questioning that encourages student inquiry
- Meaningful homework and individual projects that promote higher order thinking
- Making valid and important connections among disciplines
- Self-reflection, goal setting and self-monitoring
- Real world applications that are problem or issue-based

Our school culture promotes:

- A safe, supportive, and nurturing environment in which every individual feels a sense of belonging
- Acts of kindness, respect, and recognition between and among all members of the school community
- Willing and active involvement in service to the school and greater community
- Honest, respectful, and responsible behavior
- Understanding and appreciation of diverse cultures, talents, ideas and learning styles
- Opportunities to take risks, explore personal interests and abilities, and engage in self-expression with the freedom, support and encouragement to do so
- Opportunities for initiative, leadership and self-reflection which capitalize on individual passions and idealism
- Personal growth through effective self-management
- An atmosphere in which everyone in the T.M.S. community shares the responsibility to act on these beliefs and to help each other to do the same

To this end, students, teachers, staff, administrators and the community will work together in the spirit of mutual respect and cooperation.



TENAFLY MIDDLE SCHOOL
10 Sunset Lane, Tenafly, NJ 07670-1796
Tel: 201-816-4900 – Fax: 201-569-0327

Dear Parents,

The Middle School fulfills a unique purpose within the Tenafly school system. We continue your child's development of character, acquisition of knowledge and skills, and ability to generate sound, critical thinking in a program that bridges the educational experiences of neighborhood elementary schools with those of the more complex and content-oriented high school.

Our school plays a critical role in supporting middle school students during one of the most dynamic periods of their lives. The TMS staff is skilled in dealing with the many intellectual, physical, emotional, and social changes early adolescents experience. In keeping with the educational philosophy of teaching the "whole child," TMS is organized by teams to nurture our students as they are gradually prepared over three years to accept more responsibility for their academic growth.

This *Program of Studies* will guide you and your children as you work with our staff to plan the year ahead. Please direct any specific questions you have about its contents to the school counselors, supervisors, vice principal, or principal at 201-816-4900. Questions or comments concerning your child's classroom instruction should be directed to your child's teachers.

Our hope is that your child's middle school years are both academically enriching and personally rewarding.

John D. Fabbo, Principal

Mary Delouvrier, Vice Principal

TABLE OF CONTENTS

TOPIC	PAGE
Choosing a Program.....	1
Registration	2
Changes in Schedule.....	2
Assignments to Teachers	2
Teams	3
The Program.....	3
Typical Schedules.....	4
Language Arts	5-6
Literacy.....	6
Academic Support Programs	6
Mathematics	7-8
Science.....	9
Social Studies	9-10
World Language.....	10-11
Physical Education and Family Life.....	11-12
Integrated Arts Program.....	12-16
English Language Learning	16-17
Special Education	17
Discovery Programming	18
Media Center.....	18
Promotion	18
Attendance.....	18
Appeal Procedure.....	19
Summer School.....	19
TMS After-School Activities.....	20

CHOOSING A PROGRAM

Registration for each of the Middle School grades is a cooperative effort by students, parents, teachers, school counselors, and administrators. The school administration asks each student and parent to read this booklet for a complete understanding of what is required for the middle school years, what choices are available, and how students are assigned to individual classes. It is expected that once choices are made, students will remain in those classes for the entire term. Therefore, thoughtful choices are necessary.

Most regular education students will follow the same program at each grade level in heterogeneous classes. There are a few classes that have been developed to accommodate variations in achievement levels. These include: Algebra Grade 7 or 8, Geometry Grade 8, Pre-Algebra Grade 8, and Beginning French 7/8.

For students entering Grades 7 and 8, teachers on a team and within a department consult on recommending students for these classes. *Parents will be notified when their child is selected for such a class.* Students entering Grade 6 are assigned to classes and teams after discussions with their elementary school teachers, school counselor and a review of their performance on the New Jersey mandated assessments. *Parents of students entering Grade 6 will be notified of any special placements in the summer.*

This Program of Studies will be posted on our TMS website.

REGISTRATION

Registration will take place in February this year. Prior to registration a counselor talks with the students and explains the programs for the grade they will enter. Parents and students will be able to view the student's course selections on the Parent and Student Portals. The student's schedule will be considered firm unless a parent contacts the counselor by the date indicated.

CHANGES IN SCHEDULE

The schedules for all students and teachers in the school are interconnected. Moving a whole class to another time often requires changes in several other classes involving many students and teachers. Similarly, the change of one class in the schedule of a student may require changes of several other classes for that same student. The number of teachers for each subject is determined by the total number of students who are enrolled. All of these circumstances lead to a great reluctance by the administration to make changes after the registration forms have been returned.

ASSIGNMENTS TO TEACHERS

After ongoing consultation with a student's team of teachers, the school counselors work directly with the administration to assign each student to a team for the following year. As the counselor moves with the same group of students from one grade to the next at TMS, he/she becomes more knowledgeable about each student's academic and social needs.

TEAMS

Grades 6, 7 and 8 are divided into interdisciplinary teams of approximately 100 students and five academic teachers. These teams of teachers and learners spend most of the school day together. The teachers share a common schedule and common planning time. As a result, students are assigned to a team, and not to individual subject area teachers.

The school counselors place students on teams. The teams are balanced by gender, elementary sending school (Grade 6), learning differences and other needs. Although the curricula on all teams at each grade level are the same, team teachers may plan unique activities or events for their team of students. Teams of students do not stay together for all three years; they are reassigned each year.

THE PROGRAM

The TMS day is divided into eleven class periods, six of which are half periods to accommodate student lunches. For students at all grade levels, the activities for five periods are the same full-period classes every day in Language Arts, Math, Science, Social Studies, and Physical Education/Family Life.

In addition, **Grade 6** students also take one full period of Literacy each day and a 21-minute World Language class. An additional class period each day is devoted to classes in the Integrated Arts.

In addition, **Grades 7 and 8** students take one full period of a World Language. The remaining period is devoted to a rotation of classes in the Integrated Arts.

TYPICAL SCHEDULES

GRADE 6:

- 1 Math 6: Course 2
- 2 Language Arts
- 3 Integrated Arts - Music
- 4 Lunch or World Language
- 5 Lunch or World Language
- 6/7 Science
- 8/9 Social Studies
- 10 Literacy in the Content Area
- 11 Physical Education/Family Life

GRADE 7:

- 1 Math 7: Course 3/Algebra 7
- 2 Music/Integrated Arts
- 3 Science
- 4/5 Social Studies
- 6 Lunch or study hall
- 7 Study hall or lunch
- 8/9 Physical Education/Family Life
- 10 Language Arts
- 11 Spanish/French/Chinese or Study Skills

GRADE 8:

- 1 Language Arts
- 2 Algebra 8, Pre-Algebra, Geometry
- 3 Spanish/French/Chinese or Study Skills
- 4/5 Skill Building/Integrated Arts/Music
- 6/7 Social Studies
- 8 Lunch or study hall
- 9 Study hall or lunch
- 10 Physical Education/Family Life
- 11 Science

LANGUAGE ARTS

The Language Arts program builds upon the language experiences of the elementary years and aims to nurture proficiency in the interrelated activities of reading, writing, speaking, listening, viewing, and critical thinking.

Through both guided and independent reading and writing activities in the Language Arts class, students apply comprehension strategies to create meaning from text, deepen their grasp of verbal structures, and expand their vocabulary. In the sixth, seventh, and eighth grade classes, students study poetry, drama, the novel, memoirs, short stories and non-fiction. Students can expect to engage in whole class readings of a single text, group-readings of different texts, independent reading and research. Grammar, usage, and mechanics of English are taught within the context of writing; additional reinforcement with grammar-text exercises is provided on an as-needed basis.

In each of the grade levels, and in all of the activities of the classroom, the Language Arts program seeks to engage students with their capacity to use language as a source of understanding and a means of expression. It is important to note that each year, teachers use their discretion in determining which specific activities and texts they will use to meet their students' varied learning needs and capabilities.

Grade Six

The sixth grade program uses the reading and writing workshop model to deepen students' understanding of the various genres and sharpen their foundational literacy skills. Differentiated approaches to literacy instruction allow students to pursue independent reading to practice strategies learned in class. In addition to student-selected texts, whole-class readings in fiction, memoir, and other genres provide opportunities for shared interpretation. Writing instruction complements the reading workshop as students learn to compose original pieces in the genres they have read, respond analytically to literature, and shift among various modes of discourse such as persuasion and narrative. Throughout the year, teachers place emphasis on writing as a process, providing students with multiple strategies for each stage – from developing “seed ideas” to polishing finished works that can be shared with various audiences.

Grade Seven

The seventh grade program extends the work of the sixth grade by immersing students further in the study of various genres. Through independent reading and the study of whole-class texts, students are given regular opportunities to develop individual lines of inquiry about literature. Shared texts such as Orwell's *Animal Farm* and Hesse's *Out of the Dust* provide students with exposure to classic literature, highly-acclaimed young adult literature, and more sophisticated genres, including allegory, historical fiction, and novels in verse. Writing instruction continues to emphasize process as students experiment with composition in the various modes of discourse. Highlights of the seventh grade writing program include the production of an extended work of fiction and a “Portfolio,” a collection of poems written in fixed forms and free verse.

Grade Eight

The eighth grade program provides a capstone experience in literacy as students build upon the foundational skills learned in the earlier grades to study classic literary works and pursue independent inquiry in literature and nonfiction reading. Shared texts such as Steinbeck's *Of Mice and Men*, Golding's *Lord of the Flies*, and Lee's *To Kill a Mockingbird* provide opportunities for students to engage in the kind of close reading and writing about literature that will prepare them for high school. Students continue to write creatively in genres such as memoir and poetry; they also learn sophisticated rhetorical devices for persuasive and expository writing. The "I-Search" project, a research paper on a self-selected topic written in the form of a nonfiction feature article, engages students in the synthesis of ideas across various texts and sources, and in critical research skills. Each student also prepares an 8th grade anthology, a revised and edited collection of his/her best writing and reflective pieces on each sample. Throughout the year, emphasis is placed on "reading as a writer" and writing for authentic audiences.

LITERACY

To complement their Language Arts coursework, all sixth grade students take a full year of Literacy. In this course, students engage complex fiction and nonfiction texts to hone their reading, writing, and critical thinking skills. Students at all skill levels benefit from readings drawn from academic disciplines including, but not limited to, Language Arts, Mathematics, Science, and Social Studies. Readings also connect with the issues (e.g. family life concepts, anti-bullying efforts, etc.) that inform the social-emotional well-being of all students.

ACADEMIC SUPPORT PROGRAMS

Skill Building: **Supplemental Instruction/Language Arts and/or Math classes** are offered to those students who need remediation in these content areas. Students will take this course or courses in addition to their regular language arts or math class.

MATHEMATICS

All programs are designed to emphasize the development of student understanding of selected concepts and topics; to perform operations; to understand problems and then to select appropriate methods and operations for solutions; and to develop higher order thinking skills. An accelerated program is included, beginning at the seventh grade level. Coursework in Algebra I and Geometry must be taken at Tenafly Middle School. Classes taken in the summer will not substitute for either of these courses. Note: All summer courses must be approved by the Supervisor.

The curriculum offered supports the Mathematical Practices established by the Common Core, namely to:

1. **Make sense of problems and persevere in solving them.**
2. **Reason abstractly and quantitatively.**
3. **Construct viable arguments and critique the reasoning of others.**
4. **Model with mathematics.**
5. **Use appropriate tools strategically.**
6. **Attend to precision.**
7. **Look for and make use of structure.**
8. **Look for and express regularity in repeated reasoning.**

Grade Six

In Grade 6, instructional time focuses on five critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, including negative numbers; (3) writing, interpreting, and using expressions (4) writing and solving one step equations and inequalities; and (5) developing understanding of statistical thinking.

This program blends these mathematical strands with real world problem solving including investigating concepts and building conceptual understanding while developing, reinforcing, and mastering computational and procedural skills. Students analyze data and make predications based on various graphs. They become familiar with showing multi-step mathematical procedures algebraically. Students consider real number properties and the rational number set, with emphasis on integer operations. They use both mental math and algebra to solve linear equations. They become familiar with polygons and area formulas. In all problem solving settings, students learn to make strategic choices of procedures for efficient, effective results.

Grade Seven

In Grade 7, instructional time focuses on five critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers (3) fluently solving linear equations and graphing solutions of inequalities; (4) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) (5) drawing inferences about populations based on samples.

As in sixth grade, this program blends mathematical strands with real world problem solving including, but not limited to, the examples given here. Students simplify expressions and solve multi-step equations using one variable. They translate among verbal, tabular, graphical and algebraic representation of functions. Students add the Pythagorean Theorem to their problem solving strategies and apply this to finding distances. Students use descriptive statistics to summarize and compare data sets. A major project on the Golden Ratio provides opportunities for cross-curricular discovery. In all problem solving settings, students learn to make strategic choices of procedures for efficient, effective results.

Algebra – Grade 7 or Grade 8

Prerequisites for Algebra 7: Benchmark results on the OH Algebra readiness test, student performance in Math 6 and teacher recommendation.

Prerequisites for Algebra 8: B+ in Math 7, and teacher recommendation.

This class is the equivalent of the HS Algebra 1 class with the same rigor and expectations. Students in this class will develop their abstract reasoning skills as they employ the language of mathematics through the use of variables and expressions. The four fundamental operations of rational numbers along with sets and number properties will be employed to help students transition from the concrete to the abstract. Students will apply algebraic and graphing techniques as they study: relations, functions, linear equations, linear inequalities, linear systems, exponents, rational exponents, radicals, polynomial operations, factoring, solving quadratic equations, and interpreting statistics as related to the linear model.

The PARCC Algebra I Exam will be taken by all students in the class. Based on the latest information from NJDOE, students in this class must meet the NJDOE requirements regarding passing the PARCC exam as a component of their graduation requirements.

Students who receive a grade of C+ and below will be asked to repeat the course in the subsequent year.

Pre-Algebra – Grade 8

Prerequisite: This course is for students who do not meet the benchmark for Algebra 8.

Pre-Algebra focuses on those skills needed to help students gain experience in reading, writing and understanding the unique language of mathematics. Students continue to translate among verbal, tabular, graphical and algebraic representation of functions. Students study integers with a focus on their real world applications. They learn multiple strategies for solving equations of one variable. The number system is expanded to include rational numbers. Ratios and proportions and their application to similar figures are explored as students study the geometry of two and three dimensional figures.

Geometry Grade 8

Prerequisites: B in Algebra 7. Students entering the district must have completed a full year of Algebra I as evidenced by a transcript or report card to be eligible for this class.

This course is the equivalent of HS Geometry with the same rigor and expectations. Students will engage in an in-depth study of the traditional topics of Euclidean geometry, and deals heavily with proofs. It will include triangle congruence, postulates and theorems, equidistant theorems, parallel line properties, quadrilateral properties, lines and planes in space, polygons, similar polygons, the Pythagorean Theorem, circles, area, volume, coordinate geometry, and an introduction to trigonometry and numerical exercises.

The PARCC Geometry Exam will be taken by all students in the class. Based on the latest information from NJDOE, students in this class must meet the NJDOE requirements regarding passing the PARCC exam as a component of their graduation requirements.

Students who receive a grade of C+ and below will be asked to repeat the course in the subsequent year.

Student Placement

Students will be placed in programs by the Mathematics Department based on multiple criteria, including teacher recommendation, grades achieved, standardized test scores, and/or placement tests. Questions regarding placement recommendations are handled through the supervisor and include a formal appeal process with the principal if necessary. **Individual student placement is reviewed annually.**

SCIENCE

The science program emphasizes process, skills and concept development through laboratory experiences and problem solving. In addition to classroom activities, students must collect and evaluate data and write lab reports based on these observations. Through the Middle School years the study of Science progresses from concrete to more abstract ideas.

Grade Six

The year is devoted to an introduction to Physical Science. Students investigate matter and energy, and their effects on each other. Hands-on activities are used to reinforce class discussion. This year of study bridges the elementary curriculum and the middle school curriculum. It is a basis for concepts taught in grades 7 and 8.

Grade Seven

The year focuses on the study of Life Science. The relationship between an organism and its environment is repeated throughout the year. The major objectives of the course include developing a knowledge of scientific techniques and scientific concepts. Units of study include the use of the microscope, classification, the cell, chemistry of living things, structure and function of human systems, and ecology and the environment.

Grade Eight

Several disciplines within Earth Sciences, including geology, astronomy, oceanography and meteorology comprise this year of science. In addition, related concepts from physical science are re-introduced where appropriate. The geology unit includes movements of the earth's surface, plate tectonics, volcanoes, earthquakes, changes to the surface caused by weathering and erosion, as well as the study of rocks and minerals. Included in astronomy are units on the solar system, the stars, and the universe. Major topics in the meteorology unit are the study of weather patterns and climate change. Oceanography includes ocean floor topography, currents, waves and life within the ocean.

SOCIAL STUDIES

The middle school social studies program engages students with the concepts that form the basis of human history, culture and environments. Classes focus on establishing both core subject knowledge and the necessary cognitive proficiencies in such areas as reading; writing; speaking; interpreting maps, globes, charts and graphs; and using various research resources. Basic concepts include how peoples' lives are affected by their environment, how cultures evolve and how they are different and similar to one another, and the various forms of individual and social relationships. While specific content is different at each grade level, all courses are organized around geography, history, economics, politics, sociology and cultural anthropology. In addition, all courses emphasize an awareness and appreciation of current events and how they reflect key social studies concepts, knowledge and principles.

Grade Six

As the introduction to middle school social studies, this course is designed to introduce the five fields of social studies to sixth grade students and to help them understand the importance of using social science disciplines to gain a broader understanding of the world and their place in it. The 6th grade program includes geography, with a focus on United States regions; an introduction to the study of economics; and area studies of Canada and Latin America. Content and activities aim to provide a transition for students from the consideration of problems and issues first encountered at the elementary school level to the more sophisticated emphases of the seventh

and eighth grade courses. In addition to the informational and conceptual content, the 6th grade course focuses on the development of middle school study skills and methods.

Grade Seven

This course studies the development of Civilization through an examination of selected historical content drawn from the ancient and medieval world, including Europe, China, India, Japan and Korea. Through these studies, students are introduced to the human experience and how the past influences the present. Students will learn about how archeology can teach us about early civilizations. An emphasis is placed on skills that will be necessary in later academic work and to prepare students for a rapidly changing world.

Grade Eight

The American Studies program concentrates on American History, citizenship, and the development of a uniquely American nation from its colonial origins to its most severe internal crisis, the Civil War.

The concepts of government at the federal, state, and local levels are developed, along with an analysis of our federal constitution. The U.S. Constitution is studied in an historical context with additional focus on its key provisions and function in the governing of this nation.

Guest speakers and interdisciplinary units of study help the students connect local and national issues to American historical events and decisions.



WORLD LANGUAGES

Students in Grade 6 choose to study French, Spanish or Chinese for the next three years. World Language courses are aligned with the NJ CCCS 7.1 for interpretive, interpersonal, and presentational communication in the target language.

Grade Six

Students who have chosen French or Chinese will master basic sounds, intonation and fundamental vocabulary. Topics used to strengthen students' vocabulary are numbers, greetings, time expressions, family, school, foods, clothing, parts of the body, and colors. A certain amount of grammar is mastered. Songs, games, and realia enrich the program. Active participation is stressed and expected.

Incoming 6th graders who started Spanish in a lower grade will develop communicative skills at a faster pace. As the students advance in this course, the development of reading and writing skills becomes more important. New vocabulary is acquired in the context of reading short narratives and dialogue work. Textbook materials, videos and computer-generated programs will be used to develop the students' awareness of selected aspects of Spanish and Latin American cultures.

Grades Seven and Eight

Reading and writing become more intensive. Class activities include vocabulary development, sentence construction, reading and developing short dialogues, viewing and discussing videos, reading short narratives for comprehension and discussion, and comprehension quizzes. Supplementary worksheets aid in comprehension and writing. In working towards achieving oral proficiency, performance assessments are conducted regularly.

Emphasis is placed on the cultural aspects of the language studied. The students learn about the life and customs of the people who speak the target language. Developing tolerance and respect for the uniqueness of each language and culture are essential elements of the program.

A minimum grade of "C" is required to go on to the second level of language study in the high school.

Beginning Spanish 7/8 and Beginning French 7/8 are courses offered on alternating years so that all students will have an opportunity for success in World Languages. These students will continue their development of previously acquired language skills with an emphasis on oral communication.

Transfer Students

1. Grade 6 transfer students who have not taken Spanish in the elementary schools will begin the study of French or Chinese.
2. Transfer students in grades 7 or 8 who have no previous World Language experience will take a Beginning Spanish or French course, depending upon the year.

Student Placement

Students select their language of study prior to entering grade 6. Students who enter Tenafly Middle School from other school districts or exit the ELL program must meet with the department supervisor and take a placement assessment.

**Students are encouraged to study a World Language that is not spoken in the home. Any student who selects to study a language that he/she speaks at home and/or has studied at a heritage language school or with a tutor will need to take a placement test. If the student's proficiency is determined to be higher than the level offered at TMS, the student will need to choose another language of study for the middle school years.*

PHYSICAL EDUCATION AND FAMILY LIFE

Tenafly Middle School Physical Education directly reflects the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education. The curriculum emphasizes the importance of physical fitness and lifelong activities. Each unit focuses on skill development, goal setting, sportsmanship, team and individual sports/activities. Classes are planned to maximize student participation and leadership in a safe learning environment. The students at TMS will receive one quarter of Family Life education during the school year.

Grade Six Family Life

Sixth grade Family Life students will study nutrition and healthy eating habits, reproductive anatomy, puberty, decision-making skills, D.A.R.E. (Drug Awareness Resistance Education) Students will learn about these topics through class lectures, discussions, group activities, professional presentations and role playing.

Grade Seven Family Life

The Seventh grade Family Life program is a progression from the sixth grade curriculum. Seventh grade topics include tobacco, alcohol and drug education, process of conception, fertilization, pregnancy, and the birth process, physiology of exercise, communicable diseases, and dating. Students will engage in class discussions, student led presentations, professional presentations, group projects, and skits.

Grade Eight Family Life

The Eighth grade Family Life curriculum is a continuation of the 6th and 7th grade curriculum and aims to further develop personal and interpersonal skills. We focus on enhancing the students' knowledge of values, communications, friendships, healthy vs. unhealthy relationships, power in relationships, dating relationships, abstinence, teen pregnancy, contraception, sexually transmitted infections (including HIV), club drugs, eating disorders, stress/anger management and suicide prevention.

INTEGRATED ARTS PROGRAM

A variety of experiences in the fine and practical arts enable students to discover their strengths and interests. All Grade 6 students take a quarterly rotation of classes in Music, Art, and either Principles of Technology or Computer Literacy. Grade 7 students take a quarterly rotation in Music, Art, GlobalCitizenship, and either Principles of Technology or Computer Literacy 7. Grade 8 music students will take a semester rotation of classes either in the Arts, Computer Literacy and Principles of Technology. Non-music students will take a quarterly rotation of Arts, Music Technology, Principles of Technology and Music 8.

MUSIC

There are many fun and exciting music classes offered at Tenafly Middle School. Students can choose to participate as a performer in our award-winning Orchestra, Band or Chorus programs. These ensembles are available in each grade and rehearse every other day. Early morning lessons or sectional rehearsals are required and are part of the student's grade. There are two major performances each year, one in the winter and one in the spring. In addition to our performing groups, most 6th and 7th graders will take Music. There are several other music classes offered including Music Technology. Many extra-curricular activities are offered at TMS – Jazz band, Philharmonic Orchestra, various chamber groups and the All School Chorus.

Music

In Grades 6 and 7, Music students learn about the science of sound and acoustics and explore how instruments create their own unique sound. They also study how music notation works by composing (writing) simple pieces of music and then performing them. In addition, students also will analyze music through discussion, listening, and "hands on" activities. They will explore an array of musical time periods, discuss famous composers and learn a variety of musical styles and genres.

Concert Band

Concert Band strives to develop instrumental techniques and musicianship through the study of band literature. Students increase their musical skills by exploring the various styles of music from the classics to modern pieces, marches, and "pop" arrangements. Band experiences help students develop an appreciation for music and provide them with an opportunity to work as part of a large group.

Chorus

The vocal music program provides students with the opportunity to participate in choral groups in each of the middle school grades. Chorus members learn to sing many kinds of music in an expressive way while learning correct vocal technique including posture, breath control, diction, and stage presence. Students experience the rewards of being part of a performing ensemble. Early morning chorus rehearsals are scheduled for those students already in Band or Orchestra.

Orchestra

Orchestra provides string students with the opportunity to continue playing their instrument in an ensemble. During rehearsals a variety of new music will be learned and advanced instrumental skills will be developed. This group activity stresses working as part of a section, and all sections working together toward musical goals. On occasion, with approval, instruments other than strings are added to an orchestra class. Students are introduced to chamber music, electric strings, composition and conducting skills as well.

Music Technology

This course will give students an opportunity to use the music lab to compose music, study the acoustics of sound and experience many technological innovations of the music world.

Music for Creative Performance

This Grade 8 course will integrate different musical styles and a variety of vocal techniques while using body movement and improvisation to stimulate the creative process in preparation for solo or small group performances.

MUSIC ACTIVITIES AFTER SCHOOL

The **Jazz Band** includes selected sixth, seventh and eighth graders who play saxophone, trumpet, trombone, bass, piano, guitar, and drum set. Musicians who play other band instruments (flute, clarinet, French horn, etc.) are also invited to join. This group learns music in rock, Latin and jazz styles. A **Philharmonic Orchestra**, composed of selected string, woodwind, brass and percussion players from all grades, meets after school one day a week. **All School Chorus** is another after-school activity for chorus members in grades six, seven and eight. All groups perform in school and for the greater community.

TECHNOLOGY EDUCATION

COMPUTER STEM

This course is designed with a comprehensive approach to past and present technologies, while also identifying and building the necessary skillsets to be proficient in technologies that haven't yet been invented. In this class students will create using Google Apps, including: Docs, Sheets, and Slides, with an emphasis on collaboration and acknowledging the web-based benefits. Students will learn about the world of augmented and virtual realities, become familiar with the language of code and create projects using block coding language. Maximizing on the concepts of gamification, students will build a strong foundation of computer platforms and efficiently navigate information technology. Students will be introduced to the individualized channels of adaptive learning and identify how these programs are applicable to studying in content areas. Using project-based learning, students in this course will be reminded of practicing smart digital citizenship and etiquette, while improving typing abilities.

INTRODUCTION TO ROBOTICS

This course enables students to design, build and program real robots that move and complete a variety of tasks. Students begin by researching and exploring the field of engineering and more specifically the area of robotics. During the research process students learn how robots are utilized in virtually every area of our lives. The curriculum activities engage students by combining Science, Technology, Engineering and Math concepts. Working with the robots provides an opportunity for students to think like engineers. They learn how to break down complex problems into smaller workable blocks. As they work through their projects they gain an understanding about the basics of mechanical engineering, design and other related topics such as gears, pulleys, torque, friction, timing, sensors, and programming.

TMS VIDEO PRODUCTION

This media course group is designed to give students a background in the various aspects of video production. During the quarter-year course, all students will learn how to shoot and edit video, as well as interviewing and on-camera skills. The sixth grade course works on fundamental projects, which include a shot example project and a movie trailer. The seventh grade course focuses on more detailed technical projects, which include an edit-to-the-beat video and a short film. The eighth grade course combines technical knowledge with higher-level storytelling, and the coursework includes a commercial/PSA project and a music video.

ART

The Visual Arts program provides students the opportunity to study concepts, methods, materials and skills involved in the creative process. Demonstration, discussion, and individual attention are part of all lessons, as are the study of the various historical, social and cultural influences and traditions, which have influenced and continue to shape artistic production. Aesthetic awareness and knowledge of the process of critique are emphasized as well as individual expression and problem solving. Development of responsible attitudes in regard to safety and the care and use of materials are stressed.

Grades Six and Seven

In these beginning art courses, students learn basic problem-solving techniques concerning elements of art, composition, color theory, and design principles. Projects are approached as problems that have infinite solutions. Students explore new techniques of painting, drawing, and sculpture. Art criticism, aesthetic judgment, and art history are introduced to support lessons. Unity, balance, and form are addressed as well as artists' styles and techniques as they apply to painting, drawing, weaving, sculpting, and clay projects.

Grade Eight: Students will be assigned to classes based upon enrollment needs:

The eighth grade art courses will explore drawing, painting, crafts and sculpture and pottery while building on both technical skills and individual expression learned in sixth and seventh grade. Students will develop an understanding of elements and principles of design through different projects and mediums. Units will include still life, figure drawing, color theory, painting, sculpting, collage, mask making, and one and two point perspective..

PRINCIPLES OF TECHNOLOGY

Principles of Technology is a STEM course. STEM is Science, Technology, Engineering and Mathematics. Students are given problems or challenges in a real world inquiry format to encourage curiosity and imagination and to develop skills that encourage future innovators. The students are provided with a safe and nurturing learning environment that allows them to discover, invent, and develop their potential with 21st Century skills. Students are introduced to important scientific principles such as motion, force, momentum, and energy conversion and apply them to real-world problems. Hands-on activities involve optics, sensory, audio and light mechanics, electronics and electromagnetism. Some projects and challenges include the West Point Bridge design contest, National Video Game challenge, Verizon Mobile App challenge, Samsung App Academy, and many more.

Principles of Technology 6

This course is designed with a mechanical emphasis as an introduction to some of the Principles of Technology that relate to students' lives. This course covers Simple Machines and Mechanical Advantage or, in other words, how to use technology to make life easier. The students use KNEX to construct many real life simple machines. They also create structure and bridge building designs. They get to build and stress test their own toothpick and balsa wood bridges. The students will use many different delivery styles to convey their knowledge including presentations and online blogs.

Principles of Technology 7

This course is designed with a digital and electrical emphasis to reinforce some of the Principles of Technology directly related to students' lives. In Principles of Technology 7 the students learn using a hands on approach with the digital and electrical world we live in. The units and challenges cover electrical circuits and systems and the national video game design challenge. The students use online video game content management systems that teach the core components of building a video game. Students learn circuits and electrical systems by building their own projects using a snap circuit design. They also learn using reverse engineering to harvest parts from old or broken electronics to rebuild or repair an invention of their own. The students will use many different delivery styles to convey their knowledge including presentations and online blogs.

Principles of Technology 8

This course is designed with an energy and sustainability emphasis to reinforce some of the Principles of Technology directly related to students' lives. In Principles of Technology 8 the students learn using a hands-on approach to helping society and themselves locally and globally. They design and build their own hydroponics systems. They also conduct market research to determine a design or mobile app improvement that would help them and/or society. They also invent their own energy saving/producing device in the Inventor's Symposium. The students will use many different delivery styles to convey their knowledge including presentations and online blogs.

ADDITIONAL INTEGRATED ARTS

DANCE

This course is an introduction to dance, which teaches technique and conditioning, including the health and wellness of the dancer. The course introduces students to different genres of dance, as well as, the dance of different cultures. Students will develop an understanding of the art of choreography by studying works of major artists in the field.

GLOBAL CITIZENSHIP

This course will provide students an opportunity to develop an awareness and understanding of what it means to be a “global citizen” and to explore ways in which they can apply their knowledge by addressing selected local and global problems. The conceptual foundation of the course will center on an exploration of human needs, human rights, global problems and “global citizenship in action” within the context of cultural differences. Readings, discussions, videos, case studies, group projects, service initiatives and class “wikis” will be utilized and developed.

REACHING ALL PEER TO PEER (R.A.P.P.)

In the spring of Grade 7, students may apply to participate in the New Jersey Peer-To-Peer Program. Those selected from their written applications and personal interviews will be placed in the 8th grade RAPP class. Students meet with an adult mentor and train as peer leaders. In the second half of the year, the students coordinate and facilitate peer programs as well as presentations for faculty and parents. The major emphasis of the program is building leadership skills. This course takes the place of an elective course.



ENGLISH LANGUAGE LEARNERS (ELL)

The ELL class provides instruction to students who are learning English language skills. Conversation, vocabulary building, writing skills and reading comprehension are stressed. Content area material is used as a vehicle to teach English. The program is flexible and helps students at all levels. Placement in and out of ELL is determined by multi exit criteria, including a passing score on a state approved test.

SIXTH GRADE ELL

In this class, sixth graders work on reading strategies and learn English through content areas. There is a focus on class participation, reading for information and vocabulary development. Students work on critical thinking and literacy skills which lead to better performance on the PARCC Assessment..

SEVENTH GRADE ELL

Seventh grade English Language Learners work on building their speaking skills, reading strategies, vocabulary, grammar and writing strategies using selections in different content areas. Students work on critical thinking and literacy skills which lead to better performance on the PARCC Assessment.

EIGHTH GRADE ELL

This class provides eighth grade ELL students with a sheltered environment where students develop listening, speaking, reading and writing skills. English is learned through content, especially social studies and science. Emphasis is also on vocabulary development, grammar and different types of writing. . Students work on critical thinking and literacy skills which lead to better performance on the PARCC Assessment.

BEGINNING ELL LANGUAGE ARTS

In this class, the goal is to develop reading strategies, grammar and mechanics. There is a strong focus on grammar, reading and writing. These skills are developed through independent reading, journal writing, parts of speech practice, reading comprehension activities and Reader's Theater. Students work on literacy skills which lead to better NJASK performance.

INTERMEDIATE ELL LANGUAGE ARTS

In this class, a collection of adapted and authentic world literature in different genres is used to strengthen reading and writing skills. The class also develops grammar skills through analyzing errors from students' writing samples. Students work on critical thinking and literacy skills which lead to better performance on the PARCC Assessment.

ADVANCED ELL LANGUAGE ARTS

Literacy is enhanced through varied texts, short stories, assigned novels, independent reading and poetry. There is a focus on story elements, literary terms and techniques. Interpretive writing is developed and independent reading is encouraged. . Students work on critical thinking and literacy skills which lead to better performance on the PARCC Assessment.

ELL SKILL BUILDING GRADE 6, GRADE 7, GRADE 8 In each of the grade levels, academic reinforcement of content areas takes place. Students get the opportunity to review work, ask questions and receive assistance which leads to a more thorough understanding of content area work.

SPECIAL EDUCATION

TMS offers a very fine Special Education Program. Each student's Individual Educational Plan is developed to meet his or her own specific needs.

The In Class Support program provides students assistance within the mainstream classroom from a teacher who collaborates with the mainstream teacher to identify and implement specific strategies designed to help the student succeed. The work of these teachers is supplemented by paraprofessionals.

Replacement classes such as Math and Language Arts will be offered based on student needs as reflected in their IEP. Replacement curricula are individualized to meet the IEP goals and objectives of each student. Priority is placed on improving academic skills.

The Study Skills program is designed to address the tools needed for success in the mainstream classes in a small group setting. Students learn which cognitive strategies work best for them in different instructional areas. The primary goal is to help the student develop the skills necessary to complete work independently and efficiently. Time management, study strategies, note taking, test-taking skills and proper use of a text form the basis of the structured curriculum.

DISCOVERY PROGRAMMING

Discovery Programming is for students who are interested in pursuing and furthering their talents and interests. A variety of programs will be offered in the areas of authentic research, language arts, social studies, math, science and the arts.

The emphasis of Discovery Programming is on talent development. A variety of special programs allows us to provide instructional programming alternatives that emphasize a broad range of advanced-level enrichment experiences for our students.

Emerging talents are identified by classroom teachers, specialists, parents and the students themselves. Appropriate curriculum adaptations and modifications may occur through differentiation of the regular curriculum and/or through Discovery outreach programs. Outreach programs may include Watercolor Painting, Digital Photography and authentic research.

MEDIA CENTER

All sixth grade Language Arts classes receive a library orientation at the beginning of the school year. A brochure outlining types of available materials and library procedures is given to all students. The librarian provides research and book selection assistance to faculty, staff and students.

Individual, group and class instruction in library skills is also given by the librarian at all three grade levels at teacher request, or when deemed necessary. The library staff is active in preparing temporary collections of books and audio-visual materials for use in connection with reports, projects and special assignments. Several computers with Internet capability are also available for student research.

The library is open almost every day before school at 7:50 a.m. and after school until 3:07 p.m. The librarian is available to assist students.

PROMOTION

Students who successfully complete the subjects established for grades six, seven, and eight are promoted to the next grade level. If Language Arts, Mathematics, Science, Social Studies, Physical Education or Family Life are failed, students are required to attend the summer review session. Failure to make up subjects in the summer may result in a student's repeating the course(s) the following year. The administration will decide if retention is necessary for students who fail subjects and perform unsatisfactorily in summer school.

ATTENDANCE

Daily attendance in all classes is essential for the successful completion of the course requirements at Tenafly Middle School. Tenafly Middle School staff is committed to students attending school 180 days and being present in every class.

A pupil must be in attendance for 160 or more school days in order to be considered to have successfully completed the instructional program requirements of the course to which he/she is assigned. A waiver of these attendance requirements may be granted for good cause by the school principal upon recommendation of a review committee, appointed by him, and consisting of representative staff, including pupil service personnel and classroom teachers.

APPEAL PROCEDURE

An appeal of a placement decision begins with a written statement by the parent including reasons why the case should be reconsidered. The statement must be received by the principal in a timely fashion. The principal will obtain specific information from the department involved, make her decision, and mail a written decision to the parent. The decision may be appealed in writing to the Assistant Superintendent for Instruction.

The decision of the Assistant Superintendent may be appealed in writing to the Superintendent. The Superintendent's decision may be appealed in writing to the Board of Education.

SUMMER SCHOOL

Summer review courses for students who have failed one or more academic courses are provided to Tenafly students on a tuition-free basis. Parents must, however, pay a registration fee. The session runs for twenty-three days and starts immediately after the regular school year ends. There are three classes during the hours of 8:30 am to 12:10 pm. A brochure describing this program will be available in the spring.

A Summer Enrichment Program is another part of the summer school. Tuition is charged to all participants, both Tenafly residents and non-residents. The courses are different from those in the regular school program. Computers, graphic arts, creative writing, vocabulary development, and math enrichment are examples of courses which have been offered in past sessions.

TMS AFTER SCHOOL ACTIVITIES

The TMS program includes extra or co-curricular activities. The TMS sponsors the following before and after school programs:

- All-School Chorus
- Citizens of the World Club
- Cross Country Team
- Debate Team
- Fitness Club
- G.E.T. Green Army/Do Something Club
- Impressions (Yearbook)
- Intramural Sports
- Jazz Band
- Limelight* (Literary Magazine)
- MathCounts Club
- Philharmonic Orchestra
- Philosophy Club
- Quiz Bowl
- Science Olympiad
- Seventh Grade S.T.A.R.S. (Students Taking Active Responsibility)
- Sixth Grade S.T.A.R.S. (Students Taking Active Responsibility)
- Spring Track & Field Team
- Stage Crew
- Student Organization
- Tiger Tales (Newspaper)
- TMS STEM Club
- Volleyball Team

All students are encouraged to participate in these activities as part of their total Middle School experience.