



Union Middle School Curriculum Guidebook

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UNION MIDDLE SCHOOL
359 Union Ave.
Rutherford, New Jersey 07070
(201) 438-7675
www.rutherfordschools.org

Mr. Jack Hurley	Superintendent of Schools
Mr. Joseph Kelly	School Business Administrator/Board Secretary
Mr. Kurt Schweitzer	Principal
Mr. Charles Ryan	Assistant Principal

Guidance Department

Dr. Shannon Hopkins	Director of Guidance	Ext. 2114
Mrs. Elana Liebeskind	Guidance Counselor	Ext. 3354
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English, Fine, Practical and Performing Arts	Mr. Brian Ersalesi	Ext. 2232
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Union Middle School Vision Statement

The world is rapidly changing, and our children will be working in jobs that currently do not exist. Our greatest responsibility is to equip our children with the ability to problem-solve, explore meaning, crave knowledge, pursue innovation and embrace challenges. We need to empower our students and staff members to become “architects of their own future.”

We will be at the forefront of this paradigm shift by enhancing and increasing opportunities for self-directed learning and inquiry in the arts, sciences, academics, career and life skills. Our courses will focus on creativity, critical thinking, collaboration and communication skills (4Cs), which are vital to success in a globally competitive world.

AFFIRMATIVE ACTION

The affirmative action officer/Title IX coordinator for the district is Mrs. Brenda Fargo, Research Assistant, 176 Park Avenue, Rutherford, NJ 07070, (201) 438-7675, Ext. 1113. The affirmative action officer for Union Middle School is Mr. Charles Ryan, Assistant Principal, 359 Union Ave., Rutherford, New Jersey 07070, (201) 438-7675, Ext. 3259.

EQUAL ACCESS

The Rutherford Public Schools guarantee equal access to educational programs and services for all students regardless of race, creed, color, national origin, gender, age, religion, marital status, affectional or sexual orientation, disability, or socioeconomic status. In accordance with Title IX regulations, the Rutherford Public Schools do not discriminate on the basis of sex in admission to or employment in its educational programs or activities. Inquiries about Title IX should be addressed to Mrs. Brenda Fargo, Title IX coordinator, 176 Park Avenue, Rutherford, NJ 07070, 201-438-7675, Ext. 1113.

CURRICULUM OFFERINGS AT UNION MIDDLE SCHOOL

The curriculum at Union Middle School is extensive enough so that each student has the opportunity to choose courses which will aid his/her developing interests and aptitudes.

REQUIRED COURSES – SEVENTH GRADE

COURSE

English
World Geography
Mathematics
Physical Education & Health
Science
World Language

REQUIRED COURSES – EIGHTH GRADE

COURSE

English
US History
Physical Education & Health
Mathematics
Science
World Language

ENGLISH LANGUAGE ARTS LITERACY

English Language Arts Literacy 8 Accelerated

Prerequisite: English Language Arts Literacy 7 Accelerated

Prerequisite: A- in English Language Arts Literacy 7

The Eighth Grade English Language Arts Literacy Accelerated curriculum is designed to challenge students as they develop appropriate skills in writing, reading, listening, research, and speaking. This course will prepare students for a more independent role as advanced high school students. Through the use of varied complex texts, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction), students will increase their reading, writing, and communication skills through an exploration of literature. Literary themes are rigorous, yet interesting, and include: “Teenagers in Conflict,” “The American Experience,” “Prejudice Reduction,” and “Classic Themes in Literature.”

English Language Arts Literacy 8

Prerequisite: English Language Arts Literacy 7

The Eighth Grade English Language Arts Literacy curriculum is based upon a rigorous, yet interesting, set of themes that are designed to provide students with the opportunity to develop appropriate skills in writing, reading, research, and speaking as they prepare for a more independent role as high school students. Literary themes include: “Teenagers in Conflict,” “The American Experience,” “Prejudice Reduction,” and “Classic Themes in Literature.”

English Language Arts Literacy 7 Accelerated

Prerequisite: A- average in English Language Arts Literacy 6

The Seventh Grade English Language Arts Literacy Accelerated curriculum is based upon a demanding, yet compelling, set of themes that allow students to develop robust skills in writing, reading, research, and speaking. Through the use of complex texts, insightful class discussion, collaborative and independent learning experiences, and traditional literature (fiction, informational, literary nonfiction), students will have the chance to expand their reading, verbal and communication skills. Literary themes include: “Journeys,” “Author Study,” “The Holocaust,” and “World Literature.”

English Language Arts Literacy 7

Prerequisite: English Language Arts Literacy 6

The Seventh Grade English Language Arts Literacy curriculum is based upon a demanding, yet compelling, set of themes that are designed to provide students with the opportunity to develop appropriate skills in writing, reading, research, and speaking. Through the use of multiple texts, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction), students will improve their reading, verbal and communication skills. Literary themes include: “Journeys,” “Author Study,” “The Holocaust,” and “World Literature.”

MATHEMATICS

Algebra I Accelerated

Prerequisite: Pre-Algebra Accelerated

Prerequisite: A- in Pre-Algebra

In Algebra I Accelerated, students will be exposed to challenging and rigorous problem solving applications. Using strong pre-algebra foundations, students will expand and build on various topics including functions, factoring, graphing, and various types of equations. Students will increase critical thinking skills through activities using analysis, critiquing and design while working at a quick pace.

Algebra I

Prerequisite: Pre-Algebra

Algebra I allows students to see the similarities between real number manipulation and algebraic manipulation. Students will work with negative numbers; exponents; variables; linear, quadratic, and exponential equations; and linear inequalities. The concepts of relations and functions are introduced while learning to factor is stressed. Students are introduced to methods of solving verbal application problems.

Pre-Algebra Accelerated

Prerequisite: A- in grade six mathematics

Pre-Algebra Accelerated is an intensive course focusing on numerical, proportional, and algebraic reasoning. Students derive practical application for ratios, proportions, percents, fractions and decimals. The language of algebra is reinforced through the use of variables, expressions and equations. Students work with algebraic functions, relationships and graphs to strengthen their algebraic skills. Data analysis, probability, and geometric concepts will also be discussed. There will be a focus on not only understanding these concepts, but also the ability to apply them.

Pre-Algebra

Prerequisite: Grade six mathematics

Pre-Algebra will build the foundations for Algebra 1 by introducing algebraic reasoning. Students will understand the concepts of ratios, proportions, fractions, decimals and percents and apply them to problem solving. Applying geometry concepts, data analysis, and probability will also be a focus. To strengthen their algebraic skills, students will work with variables, expressions, and equations.

SCIENCE

Science 8

Earth science is a body of science composed of 5 distinct branches - Geology, Meteorology, Oceanography, Astronomy, and Environmental Science. These areas of study will overlap in order to provide students with an understanding of Earth's formation, its place in space, constructive and destructive forces that influence its structure, and ways humans and other living things interact with its resources.

Science 7

The study of science must include the diversity, complexity, and interdependence of life on earth. Students should know how organisms evolve, reproduce, and adapt to their environments. Therefore, seventh grade life science will provide students with a fundamental introduction to the classification of living organisms. The differences between the five kingdoms will be discussed as well as the similarities and differences between the various phyla within each kingdom. Students will be introduced to the proper methods of dissection, and proper laboratory techniques will continue to be developed.

SOCIAL STUDIES

World Geography 7

Seventh-grade social studies is a geography-based curriculum designed to increase and improve students' knowledge of the world. It is expected that students will develop a tolerance for those with whom they disagree and an understanding and appreciation of their planet. In World Geography, students will investigate the physical and cultural world by employing a variety of methods including maps and computers. They will study public, international, and local issues and appreciate multiple points of view. Additionally, a general study of the significant art, literature, philosophy and architecture of selected cultures will be analyzed, understood, and appreciated. Examples of discrimination and the Holocaust are included. Students will learn how cultural change comes about and how government and politics are intertwined with culture. Additionally, students will study demography and spatial relationships.

US History 8

Students in grade eight United States History will study major topics such as the English colonies, declaring independence, the American Revolution, the Constitution, the growth of democracy, slavery, the Civil War and Reconstruction. Included also will be the economic development of the USA involving technological developments, economic growth, and the industrial expansion of the 19th century. Additionally, the westward movement and land acquisitions will be related to economic and political growth and problems. As students learn about their nation and its democratic values, they will also study New Jersey and its parallel history and growth. They will also realize that the United States of America is a cultural mosaic and that immigrants have made profound contributions. The African American experience and the treatment of Native Americans will also be studied as part of the Holocaust mandate.

PHYSICAL EDUCATION

HEALTH 7

One Quarter

Our Seventh Grade Health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health. Topics include: lifelong wellness, nutrition, disease prevention, first aid, social and emotional health, drugs and medicine, and human relationships and sexuality.

HEALTH 8

One Quarter

The Eighth Grade Health curriculum builds upon the information and knowledge attained in the previous year of study, allowing more in-depth discussion and project-based learning. Additional topics include: alcohol, tobacco and other drugs, dependency/addiction and treatment, and pregnancy and parenting.

PHYSICAL EDUCATION GRADE 7 AND 8

Three Quarters each year

The focus of the Seventh and Eighth Grade Physical Education curriculum is to contribute to the development of each individual's physical, social and emotional wellness. The program has unit offerings that include movement skills and concepts, team sports, gym games, and fitness training and testing. At each grade level, activities are designed to foster the development of individual skills needed to participate successfully in physical activities and to acquire and demonstrate appropriate team concepts and strategies. General activity safety rules and class organizational patterns establish the basis for the following years of physical education activities.

WORLD LANGUAGES

FRENCH IA

French 1A is the first level of French offered to students. This is a full-year course that will provide a complete language program dedicated to the development of the four skills of language learning: listening, speaking, reading and writing. Grammar and vocabulary will be logically sequenced and grouped to make understanding as natural as possible. Various materials and instructional strategies will be used to stimulate students to work towards language proficiency and an awareness and appreciation for the French culture.

FRENCH IB

Prerequisite: French IA

French 1B is a full-year course and the second level of the French language program. In this course students will continue to develop their language skills and immersion in the French culture. A variety of activities and techniques will be used in the presentation of new material as well as the reinforcement of learned concepts.

SPANISH IA

Spanish 1A is a full-year course offered to students who wish to continue their study of the Spanish language. This class will provide a complete language program dedicated to the development of language learning skills such as listening, speaking, reading and writing. Teachers will use a variety instructional strategies and materials to stimulate students to work towards language proficiency. The teaching of Hispanic culture will also be infused into daily lessons providing students with cultural awareness.

SPANISH IB

Prerequisite: Spanish IA

Spanish 1B is a full-year course and continuation of the Spanish language program. Students will expand upon the grammar and vocabulary that they have developed in their previous level of study. They will continue to strengthen their language skills and establish an up-to-date awareness of Hispanic culture. Teachers will use a multitude of techniques and resources to reinforce and present new material.

ELECTIVE COURSES - SEMESTER COURSES

Coding 101

In this course, students will explore a variety of software programming languages and coding concepts. The students will use coding to develop games, digital stories, and other interactive designs. Students will be introduced to coding apps, graphics, games, and websites and will design, test, and refine their creations. Digital literacy will also be reviewed with an emphasis on the recognition and prevention of cyberbullying.

Coding 201

Prerequisite Coding 101

In this course, students will explore more deeply a variety of software programming languages. The students will continue to explore programming concepts, game development, and interactive structures.

Intro to Desktop Publishing

Take your project design to the next level. Learn how to effectively combine text, numerical data, photographs, charts, and other visual elements into professional looking products, such as: brochures, letterheads, business cards, posters/signs, magazine covers, calendars, greeting cards, menus, invitations, newsletters, flyers, logos, announcements, book covers, advertisements, and catalog pages.

Got Game?

Great games start with great stories! From video games to party games to traditional board games, this elective looks critically at games of all types! Games all start the same way: as a story. This course will analyze game-creation as an effective way of storytelling. In this course, students will analyze popular games to determine their creation stories and then use their analyses to create their own! Students will ultimately strengthen 21st Century skills of creativity, collaboration, communication, and critical thinking by working in small groups to design, develop, and showcase their own gaming products.

Multimedia Production

In this course, students will learn “how things work” by investigating how software and hardware function. This course is designed to go beyond basic computer application skills. Students will explore intermediate and advanced multimedia topics, including, but not limited to, presentations, animation, movie making, digital image and sound editing, and 3D modeling.

Creative Expression Workshop

This elective allows budding writers the chance to creatively express themselves via multiple means of written genres. The class is taught in a workshop style. As students examine various works and styles, they will be involved in creating their own pieces as they experiment, collaborate and share with their peers to create their own works. This is a “hands-on” creative elective with students keeping a personal portfolio of their work. Students will also be exposed to various ways of experiencing the written word (i.e., choral readings, echo readings, alternate line readings, spoken word, beat poetry, etc.).

The Musical on Broadway and in Hollywood

This course is a broad study of the various elements that constitute Hollywood movies and musical theatre. This is a general course for all students interested in broadening their awareness of the musical and/or lyrical form. This study will examine plots of specific works while connecting them to music, characters, historical significance, and social relevance. Students participating in this course will gain an understanding of the elements necessary for musical film analysis that will lead them toward a development of an appreciation of film as art. As they critique Broadway and Hollywood’s message to the public, viewers will be exposed to the various eras of Hollywood filmmaking. Film adaptations of Broadway-style musicals often have major differences from the original theatrical script; students will also be encouraged to take a closer look at how film and stage work differently. Students enrolled in this course must be willing to be view and discuss with a purpose. While film is a form of entertainment, students will be expected to pay close attention to all details being presented on the screen and be ready to share ideas and findings.

Pop Culture in Literature and the Media

In this course, students will take an in-depth look at our society's popular culture as it is documented through classic and contemporary film, literature, music, art, television, and advertising. Students will enhance and develop critical visual learning skills as they consider what Americans read, watch, and listen to, and analyze these popular mediums as reflections of our society's values and ideals. This will enable young adults to be more aware of how the media can act as both a window and a mirror to our ever-changing culture. Understanding how our culture is shaped will better equip them to navigate the technological and societal changes in the 21st Century.

Film Editing in Digital Citizenship

The digital age has transformed social studies education, allowing 21st century learners to transcend the limits of time and place and experience historic events virtually. In this course, students will explore the art and science of film editing, using digital editing software as a backdrop of understanding key historical and cultural events. The students will be introduced to different kinds of techniques and their impact on the look and feel of films including cuts, transitions, and shots. They will also learn about different forms of visual storytelling to

understand how and why filmmakers choose to tell their stories in certain ways. They will then use this knowledge to edit raw footage to show their understanding before editing a short film using all of the techniques they have learned.

Brain Games and Puzzles

This course will allow students to infuse mathematical thinking into engaging activities that will enable them to solve problems through reasoning. Students will discover techniques for solving problems through appropriate activities, which will include Sudoku, Rummi Cube, and other logic puzzles and games. Students will use deductive reasoning and adaptable thinking skills while fostering imagination and creativity. All of the work and activities will increase the student's appreciation for and understanding of mathematical ways of thinking.

Cultural History of America

This class is a project-based semester course that will emphasize the human journey associated with being an American or becoming one. Students will think critically to find meaning in the American experience. The course will use a historical lens through broad movements in literary, artistic, linguistic, and popular culture to interpret the cultural uniqueness of the United States. Students will research and use TV clips, comic books, and other multimedia sources to examine how popular culture has changed overtime. Students will delve into how and why topics such as the American hero, impact of war, race relations, and the family unit have changed throughout the decades.

Global Perspectives

Global Perspectives is a semester elective dedicated to the study of current political, economic, and social issues that are facing our world. The primary focus of the course will be to examine historical causes and discuss possible solutions to selected issues. Some of the issues that will be covered are genocide, human rights, nuclear proliferation, terrorism, and climate change. Class activities will include debates, discussion, and collaborative and independent research. Students will learn to make informed decisions, problem solve, and draw conclusions based upon their research. The development of these skills will provide students with the tools they need to function as independent thinkers and leaders in our society.

Your Money and You

This course is designed to allow students to explore the world of money management. Students will learn how to make appropriate personal economic choices, understand the role of the economy in society, and use entrepreneurial skills to enhance workplace productivity and career options. The goal of this semester course is to help students develop real-life skills that they need to succeed and participate in a global economy. They will learn how to become responsible consumers, investors, and members of the workforce.

Amusement Parks and Bridges

In this class, students will explore structures as they are related to amusement park rides and bridges. Half of the course will be students exploring the forces involved in physical science by researching, building and measuring various amusement park rides (loops, Ferris wheels, and roller coasters). The other half of the class will focus on the the construction of bridges. After

researching the background and physics behind designing bridges, students will then build and test their own bridge.

Architecture

In math classes everywhere, students ask the question, “When will we ever use this”? Mathematics plays a critical role in the architectural process- from scale drawings and endless geometry involved to the cost analysis of the project. Students will learn to appreciate architecture and the historical and cultural significance of various structures from around the globe. Students will research structures, find interesting and historical facts, and understand the mathematics involved while building structures from the Lego Architect Series. Students will then become their own architects and use Lego Studio to design and build their own structures.

Discover, Dissect, and Delve into Science

Any time can be a fun time to explore science. In this elective, leave your science reservations behind and prepare yourself to participate in interactive activities, demonstrations, and projects designed to help you better understand the world around you. Join us as we explore answers to your science questions.

MythBusters

Ever wonder if double-dipping really spreads germs? Does toast really always land butter-side down? Can you make a glow stick out of Mountain Dew, vinegar, and baking soda as claimed on the internet? Separating truth from fiction can be tough! In this elective we will endeavor to find the truth as we investigate claims using research and the scientific method. We will also watch episodes of *MythBusters* as inspiration and to analyze and critique the investigative methods demonstrated on the show.

Robotics

This is a beginning course in robotics utilizing VEX Robotic kits and various VEX Robotics materials. The objective of this course is to introduce the student to basic programming as well as problem solving strategies. This course will involve students in the development, building and programming VEX robotics. Students will work hands-on in teams to design, build, program and document their progress. Topics may include motor control, gear ratios, torque, friction, sensors, timing, program loops, logic gates, decision-making, timing sequences, propulsion systems and binary number systems.

Drones: Theory, Design and Use

Students will be cyclically evaluating the ever-changing roles and perceptions “drones” have in the private and public domains of society. In addition, they will be able to describe and understand in-depth UGV and their applications such as; office, distribution, farming, national defense, space exploration, and transportation. Furthermore, students will build an electric motor, describe and understand the components and forces that make it operate and install software and gain familiarity with the various functions of the programming environment. Additionally, students will demonstrate understanding of systems thinking definitions and principles and understand the factors and principles of flight dynamics.

Drawing and Design

This course is an introduction to the art electives at Union Middle School that is geared to students of all artistic abilities, regardless of experience. Students will experiment with various art techniques and explore projects intended to develop their abilities. A variety of art supplies and digital media will be used to create projects. Students are given the freedom to design projects in a manner reflecting their individual personality and interests.

Studio Art

Prerequisite: Drawing and Design

This course will build on the skills and prior knowledge acquired in Drawing & Design. During the second course, students will explore the elements of design in greater depth. Students will have opportunities to experience a variety of media (pencil, pen, ink, pastel, watercolor, and tempera paint). Projects will be created on a variety of surfaces- heavy paper, illustration board and canvas. Additionally, students will be introduced to the basics of printmaking. Students will also examine artists who worked within these mediums.

Three Dimensional Design

This course is an introduction to the fundamentals and concepts of organizing forms in three dimensions. Students use materials to explore line, plane, volume and 3D forms. Projects will give students the opportunity to experiment with the following materials: clay, plaster, wire, wood, model magic and found objects. Emphasis will be on experimentation, the development of technical skill and creative problem solving.

Drama Comprehensive

This course is designed to help develop students' experience and skill in one or more aspects of theatrical production. An overview of the features of drama will include acting, set design, lighting, sound, and stage management. More advanced students will concentrate on improving technique as well as expanding exposure to different types of theatrical techniques and traditions.

ELECTIVE COURSES - FULL YEAR COURSES

Concert Band - Grades 7 and 8 - Full-Year

This course will explore contemporary styles in musical literature relative to the concert band. This course will encompass various musical styles such as classical, contemporary and jazz and is designed to meet the needs of all students interested in woodwind, brass, and percussion performance. An appreciation of various musical stylistic periods and basic music theory are infused into Concert Band studies. In addition to the daily classroom instructional period students will be required to attend one individual/small group pull-out lesson a week on a predetermined rotating basis. Also available to Concert Band students are extracurricular activities including: Marching Band, Jazz Ensemble, as well as various opportunities to audition for County, Regional and All State Junior High ensembles. Students are encouraged to take Concert Band for both 7th and 8th grades. It is hoped that Concert Band students will graduate to a full four-year course of study in Concert Band/Wind Ensemble at Rutherford High School.

Concert Choir - Grade 7 and 8 - Full-Year

Concert Choir performs at school concerts, various competitions, and in the community. Attendance and participation in all concerts and rehearsals are mandatory. Students in choir learn how to develop and maintain proper vocal technique as well as to reinforce the basics of note reading, sight singing and music theory. An appreciation of various musical stylistic periods is also infused. A diversified range of music is offered including some selections sung in various world languages. Students have the opportunity to audition for various solos and vocal ensembles, which are regularly featured as part of choir performances. Students are also encouraged to audition for select choir, as well as various audition opportunities for County, Regional and All State Junior High ensembles. Vocal instruction is an integral part of the choir program. In addition to the regularly scheduled Concert Choir period, students will be required to attend one individual/small group pull-out lesson a week on a predetermined rotating basis. The lessons will be grouped according to voice: soprano, alto, tenor, or bass. Students are encouraged to take Concert Choir for both 7th and 8th grades. It is hoped that Choir students will graduate to a full four-year course of study in Choir at Rutherford High School.

Band and Choir Combined - Grade 7 and 8 - Full-Year

Band and Choir Combined provides students with the opportunity to engage in the study of instrumental *and* vocal performance concurrently. Students will alternate band and choir classrooms daily, facilitating instruction in all areas of instrumental & vocal performance. Intonation, tone, technical facility, breath control, ensemble playing/singing, phonation, formation of vowels and consonants, rhythm accuracy, and sight-reading of music are emphasized. The music selections challenge students to develop their expertise as instrumentalists and vocalists in a cooperative environment. Successful completion of this course will prepare students to continue Band and Choir studies at Rutherford High School. In addition to the daily classroom instructional period, students will be required to attend one individual/small group pull out lesson a week on a predetermined rotating basis.

Also available to Band and Choir Combined students are extracurricular activities including: Marching Band and Jazz Ensemble, as well as various opportunities to audition for County, Regional and All State Junior High ensembles. Students are encouraged to take Band and Choir Combined for both 7th and 8th grades.

SUPPORT PROGRAMS

RTI Course - Multiple measures, including district assessments, classroom assessments, and/or teacher recommendations are used to identify children for RTI. The differentiated instruction will support the regular classroom curriculum and will address basic literacy and mathematical skills. Pacing guides, data analysis, and progress monitoring assessments will be utilized to drive instruction. This instruction will occur during the student's elective. Teachers will work in conjunction with the classroom teachers in order to provide instructional continuity. RTI course is not a study hall.

OCS Course - Multiple measures, including district assessments, classroom assessments, and/or teacher recommendations are used to identify children for out-of-class support. The differentiated instruction will support the regular classroom curriculum and will address basic literacy, mathematical, and organizational skills. This instruction will occur during the student's

elective. Teachers will work in conjunction with the classroom teachers in order to provide instructional continuity.

SPECIAL SERVICES - The Child Study Team may provide consultative, preventive, and support services to all students, and may advise the general education staff regarding techniques, materials and programs for students experiencing difficulties in learning. If a student is suspected of having a disability, a request for an evaluation is made to the Child Study Team. If the Child Study Team, parent, and regular education teacher determine that an initial evaluation is necessary, a plan will be developed regarding the nature and scope of the evaluation. Written consent of the parents is required before such evaluations can be conducted.

In order to meet the needs of students who are ultimately classified as disabled, the middle school offers a range of program options. Out-of-class support (OCS) will be provided either in small groups outside of the regular class or through supported instruction within the classroom. Rutherford Public Schools always seek to provide the educational program in the least restrictive environment - in the home school - whenever possible. Further information about Child Study Team services is available by calling the Special Service Department at 201-438-7675 Ext. 3600.

GRADING SYSTEM

The grading practices and policies are as follows:

1. The grading system consists of twelve letter grades as follows:

A+	B+	C+	D+
A	B	C	D
A-	B-	C-	F

In equating daily/quarterly averages to the twelve-grade format, the following percentage equivalents shall apply in every department, but this does not preclude normal distribution of grades (curving of test results) in a particular set of tests to insure fairness to students as it applies to validity and reliability:

97 and above	A+	77-79	C+
93-96	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	53-62	F

The first number of the range is the minimum number to achieve the grade and the number averages shall not be rounded up.

2. The report card grades will be recorded in a numerical average and its equivalent letter.
3. The final grade for a course is determined by the numerical average of all marking period averages. The final grade on a report card grade will be recorded in a numerical average and its equivalent letter. A student must achieve a final numerical average of 63 or above to earn credit in a course.
4. Pupils have the right to see their grades, if they so request, at a time convenient to the teacher. Pupils are to be informed by their teachers of the grading system at the beginning of the course.
5. All homework will be discussed, graded, or checked. Regular assignments in English, Science, Mathematics, Social Studies, Business, Foreign Language, and Health will count as no less than 10% or more than 15% of each quarter grade.
6. A quarter grade may include projects, research papers, laboratory performance, preparedness, effort, and class participation.
7. A quarter grade shall not include penalties for attendance, tardiness or behavior. Absences and approved school functions shall not count against a grade as long as the work, which can be made up, is made up within the appropriate amount of time.
8. Pupils who cut a class are to receive a zero (0) for all worked missed and shall not have the option to make up missed work.

FAILED REQUIRED SUBJECTS

To be promoted from grade 7 to grade 8 and from grade 8 to grade 9 a pupil must receive a final passing grade in English Language Arts Literacy and mathematics. Furthermore, a pupil must receive a final passing grade in two out of the three following core subjects: science, social studies and World Languages.

With the approval of the principal a pupil may attend an approved summer school to makeup a failed subject(s). Students must receive written permission from their guidance counselor for summer school. On-line courses taken for a course previously failed will be accepted with prior approval of the principal.

Union Middle School does not conduct a summer school. However, the guidance department does have brochures available describing offerings at neighboring schools. When necessary to attend summer school, students are required to consult with their guidance counselor and receive written permission before enrolling in a summer school program.

PREREQUISITE COURSES

ENGLISH LANGUAGE ARTS LITERACY 8 ACCELERATED

Prerequisite: English Language Arts Literacy 7 Accelerated

Prerequisite: A- in English Language Arts Literacy 7

ENGLISH LANGUAGE ARTS LITERACY 7 ACCELERATED

Prerequisite: A- average in English Language Arts Literacy 6

ALGEBRA I ACCELERATED

Prerequisite: Pre-Algebra Accelerated

Prerequisite: A- in Pre-Algebra

ALGEBRA I

Prerequisite: Pre-Algebra

PRE-ALGEBRA ACCELERATED

Prerequisite: A- in grade six mathematics

PRE-ALGEBRA

Prerequisite: Grade six mathematics

NOTE: A student not recommended for placement in an accelerated course during the scheduling period may make a Request for Review from their middle school guidance counselor. After the Request for Review is made, the classroom teacher will conference with the assistant principal. The decision, in most cases, **will not be made until June.**

All recommendations will be reviewed in June. Recommended students must meet the criteria for placement at that time. Failure to do so will result in removal from placement in accelerated courses.