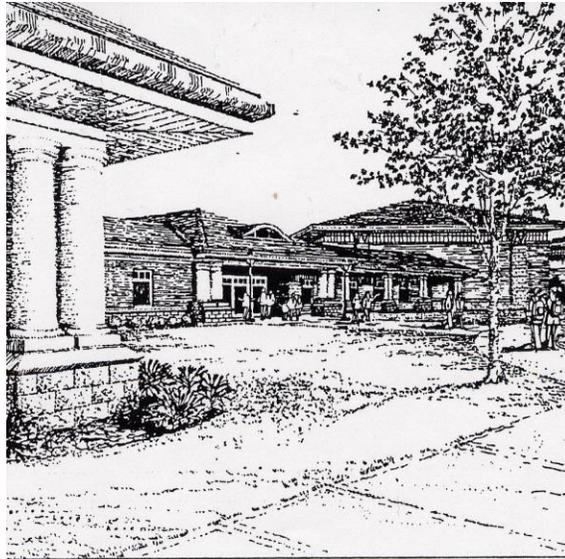


**2018-2019
SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES**



**Principal: Mr. James J. Gregorski
Assistant Principal: Mrs. Leslie Lopez
Assistant Principal: Miss Laura Norbut**

Smith Middle School Mission Statement



Smith Middle School encourages inquiry that fosters learning, embraces a culture of tolerance and kindness and inspires students to reach out to others and make a difference in our world.

**SMITH MIDDLE SCHOOL
PROGRAM OF STUDIES
2018-2019**

Smith Middle School Administration

Mr. James J. Gregorski, Principal
Mrs. Leslie Lopez, Assistant Principal
Miss Laura Norbut, Assistant Principal

Central Office Administration

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Matthew H. Dunbar, Assistant Superintendent
Rosemary Tralli, Ph.D., Assistant Superintendent

Board of Education

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Compliance Officers for the Glastonbury Board of Education have the responsibility to monitor the compliance of these policies. The names and locations are provided to staff annually, are included in the school calendar, and are located on page 21 of this Program of Studies Guide.

Curriculum Directors

Art, Cynthia Parsons
Career and Technical Education, Jill Carey, Ed.D.
Foreign Language/ELL, Rita Oleksak
Health and Physical Education, Ann Marie Colebrook
History/Social Sciences, Ilene Viner
Language Arts and Reading, Joanne St. Peter
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Mathematics, Caroline Quinn-Alger
Music, Patricia Lignelli
School Counseling, Edward Gregorski
Science, Christine Tedisky
Special Education Pre K-12, Diana Kelley

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GENERAL INFORMATION

INTRODUCTION

The Smith Middle School program offers students an opportunity to extend their learning horizons through varied experiences, both required and elective. Smith Middle School teachers help students to acquire information, skills and values, necessary for developing the “credibility, reputation, and character” that will ensure future successes. . The Smith Middle School program strives to create opportunities for its students to share in the responsibility for their growth and learning.

The Smith Middle School Program of Studies consists of a group of required courses which are supplemented and enriched by a group of elective courses. In this way, students are taught basic and advanced skills and also have the opportunity to sample and explore a wide variety of topics in the practical, fine, and performing arts.

This Program of Studies is designed to help parents and students work together to plan an educational program ideally suited to each individual. The teaching staff, guidance department, and school administration are ready to assist you as you undertake this important task.

SCHOOL ORGANIZATION

Smith Middle School is organized as a seventh and eighth grade middle school incorporating the team format. The middle school model is an excellent means of organization for teaching early adolescents and meeting their special developmental needs. This organizational model encourages and supports interdisciplinary initiatives as well as active parent involvement.

SMS has four seventh grade teams and four eighth grade teams. Each seventh and eighth grade team consists of approximately 120 students. All teams include an English, foreign language, history, math, and science teacher. Teams are supported by a school counselor, special education teacher and reading teacher.

The instructional day at Smith Middle School consists of eight periods; five are reserved for required academic courses (English, foreign language, history, math and science), two may be used for electives or supportive services, and one for lunch/homeroom. Physical Education and Health are required courses for both seventh and eighth grade students. These courses are offered during the elective time slots.

SCHOOL COUNSELING DEPARTMENT

The school counseling department is founded on the belief that each individual is unique and capable of self-direction and personal growth. School counseling services are an integral part of a student’s educational experience in seventh and eighth grade. These services consist of an ongoing, proactive and planned program, which recognizes the developmental needs of all students. The program is delivered in a systematic way through curriculum lessons, systems supports, and responsive services that are provided individually or in groups.

Through the school counseling program, students are assisted in matters related to academics and personal/social issues. In addition, school counseling services assist in the process of helping students develop into knowledgeable, responsible, ethical, and caring members of a diverse society within a complex and technological world.

The counselor-counsee relationship is unique because it is based on the unconditional acceptance of students. It is this non-threatening aspect of the counseling experience that allows students to better understand themselves and their environment, and to recognize that relationship between the two. Each student at Smith will be assigned a school counselor who will work with them during their seventh and eighth grade years.

FORMAT OF COURSE OFFERINGS

All required academic courses (English, foreign language, history, math and science) are taught five times per week for the year.

Elective courses meet every other day for one or both semesters (twice one week and three times the next).

Physical Education is a required course both semesters and is offered every other day. Health is required in both grades and is taught every other day for one semester.

Special Education IEP or Resource classes are offered either daily (5x per week) or every other day (2/3x per week).

Every attempt is made to schedule students into their elective choices; however, this is not always possible. When student choices are not available, the administration may assign students to alternative elective courses. When there are no elective options available that match the students' schedule, students may be assigned to a study hall.

ACADEMIC LEVELS

Smith Middle School offers both heterogeneous and homogenous groupings. English, math and science classes are grouped according to specific achievement levels.

Level 1 courses are for students who have demonstrated superior achievement.

Level 2 courses are for students who have demonstrated academic knowledge at grade level.

IEP courses are for students identified through special education to be in need of specialized assistance.

A student's recommendation is determined collaboratively with input from parents and teachers and based on all available data including student needs, past performance, and standardized test results. Recommendation for a given level is reviewed periodically during the school year, and if the need arises, students are placed in a more appropriate level.

REPORTING STUDENT PROGRESS

Teachers, counselors, and administrators are committed to making timely and regular contact with parents regarding student progress. In addition to teacher phone calls and team meetings with parents and students, grades are posted regularly on the PowerSchool portal and also updated mid quarter to keep parents informed about student performance. A report card is mailed home only at year's end.

Student grades are reported as: A+, A, A- B+, B, B- C+, C, C- D+, D, D-, F

Student "Effort" and "Conduct" are reported as:

1 Excellent 2 Good 3 Fair 4 Unsatisfactory

HONOR ROLL

Students who have achieved a B- or better in all courses (required and elective) will earn honor roll status. Any grade below a B- in any subject will disqualify a student from the honor roll.

RETENTION POLICY

Specific procedures go into effect for students who are in danger of failing two or more academic subjects. Parents are contacted and involved in designing and implementing a plan to avoid retention. Retention is a last resort and used only after other options have been exhausted.

MIDDLE SCHOOL COURSES RECOGNIZED ON GHS TRANSCRIPTS

Smith Middle School students who successfully complete the course requirements in Spanish 1 and 2, French 1 and 2, Russian 1 and 2, Chinese and Algebra will have these grades recorded on their high school transcripts. However, high school credit for the purpose of meeting graduation requirements CANNOT be given to courses completed before grade nine.

For example, Algebra I does not count toward the twenty-one credits needed for graduation when taken at Smith Middle School, but it is recorded on the GHS transcript since it is identical to the Algebra I course offered to ninth graders at Glastonbury High School. Algebra I is a prerequisite course for other mathematics courses at Glastonbury High School.

MODIFICATION OF A COURSE OFFERING

In very rare cases, a course offered at Smith Middle School may be withdrawn or enrollment may be restricted for any of the following reasons:

1. Interest and enrollment is too small
2. Limited facilities
3. Unavailability of certified staff
4. Reduction of budget

INSTRUCTIONAL MATERIALS REVIEW PROCESS

In accordance with Board of Education Policy #6121, October 1981, the Glastonbury Public School System pledges to avoid discriminatory actions and seeks to foster good human and educational relations which are to attain:

- ◆ Equal opportunity for all students to participate in the total program of the school.
- ◆ Continual study and development of curricula towards improving human relations and understanding and appreciating cultural differences.

In keeping with this policy, instructional materials are reviewed for bias prior to purchase. This process is coordinated by the curriculum area director and is done both during the formal curriculum review and at other points when new instructional materials are being considered. The review committee forwards the requests to the superintendent for approval. Both the requests and the instructional materials are then presented to the Board of Education for review.

If you have any questions or concerns about instructional materials, please consult the appropriate curriculum director.

SCIENTIFIC RESEARCH BASED INTERVENTIONS (SRBI)

SRBI is an approach which provides services and interventions to all students based on their academic and /or behavioral needs. The State of Connecticut mandates that all school districts in Connecticut use this process. When a need is identified using assessment data, interventions are developed. School personnel monitor student progress closely to be sure the interventions are appropriate and successful. For more information, visit the GPS website Parent Link to SRBI.

REQUIRED ACADEMIC COURSES

ENGLISH DEPARTMENT

Language Arts

Language Arts instruction at the middle school level provides students with opportunities to know and understand text and to read and write for real-world purposes. Through whole class, small group, and independent reading and reflection, students explore the text structures imbedded within various genres to uncover and analyze theme, purpose, and author's craft. Students write for a variety of purposes and are guided to develop their writing abilities through whole group and small group instruction, as well as through individual conferences. Within this flexible structure:

- Reading and writing are valued as complex and highly social activities.
- Time is provided for students to read and write.
- The close study of genre enables students to become more skillful readers and writers.
- Independent reading is encouraged as a vehicle to encourage students to develop an awareness and appreciation of quality literature.
- Students are provided with opportunities to communicate clearly and listen respectfully to the ideas of others.
- Technology is authentically used as a means to enhance student learning.

The Language Arts curriculum is organized into units of study. Woven throughout these units are areas of direct instruction that include opportunities for students to strategically employ their reading and writing strategies, to respond to text both orally and in writing, and to study and apply grammar and spelling rules. Reading genres include works of realistic fiction, nonfiction, historical fiction, myths and poetry. Writing includes instruction in the narrative, informational and argument genres.

Student preferences begin to take shape during the middle school years, thus leveled classes are offered in order to enable students to pursue learning opportunities that are responsive to their interests and abilities. Students are grouped into two levels for English/Language Arts instruction, Level 1 and Level 2. In reading, both levels provide students with opportunities to analyze text, make inferences and develop their understanding. In writing, students in Level 1 and Level 2 are required to write in a variety of genres and are encouraged to develop their elaboration, organization and fluency skills. Both levels provide students with rigorous academic opportunities. Level 1 classes differ from Level 2 classes in that they require students to work at an accelerated pace, to operate with a high degree of independence, to read text of greater length and complexity and to strategically apply their writing skills.

The ultimate goal of the language arts program is to prepare our students for the challenges and opportunities of the 21st Century. Thus, the curriculum is in alignment with the Common Core State Standards (CCSS) and is delivered in ways that provide our students with opportunities to apply their reading, writing, speaking, listening and language skills for authentic purposes.

Reading Strategies 7 & Advanced Reading Strategies 8 Teacher Recommendation Only

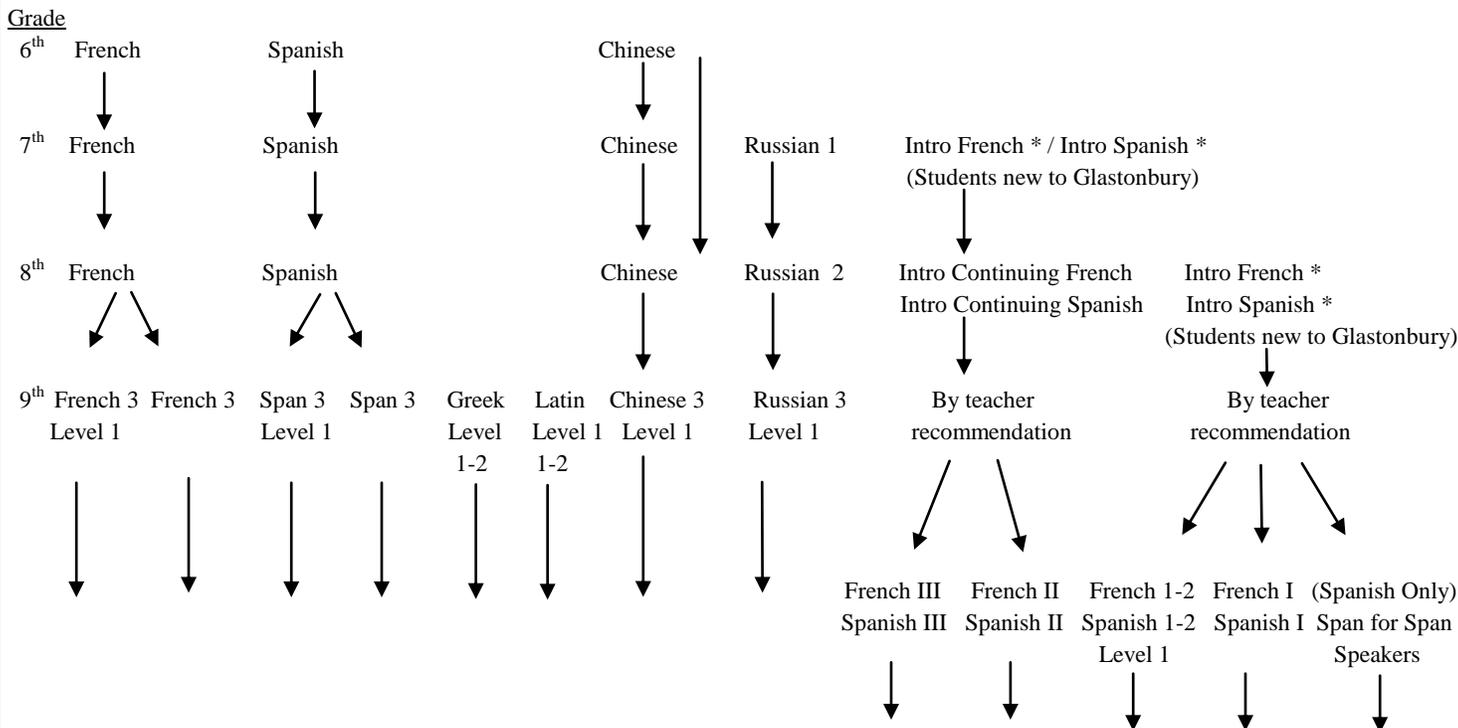
Meets 2/3x for Year

Reading Strategies classes are scheduled in addition to the regular English class and provide support to students in need of assistance in the small group setting. Students are recommended for Reading Strategies 7 & Advanced Reading Strategies 8 based on the reading teacher's evaluation, including performance on standardized tests. Due to the nature of the courses, enrollment is limited in size.

FOREIGN LANGUAGE DEPARTMENT

Students entering the middle school will continue their study of foreign language begun in the elementary grades and expanded in sixth grade. Exceptions to this requirement will be made on a student by student basis. New students to Smith Middle School who have never taken a foreign language may enroll in Introduction to French* or Spanish. In addition, Russian and Chinese may be studied as a **second** foreign language in the elective track.

Secondary Level Language Progression



*Should Numbers Warrant

French Gr. 7 and French Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”; “What is French culture?” and “How are we connected?” students in grade seven and grade eight will continue the study of French, which began in 6th grade. Students at the end of the year can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and understand simple readings. Students will expand their cultural awareness of France and other regions where French is spoken.

Introductory French*

This course is designed for new students who have moved into Glastonbury and who have not previously taken the foreign language or have only had minimal contact with the foreign language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the French speaking world. **Course requires sufficient enrollment to run.**

Introductory Continuing French

Eighth grade students who began French for the first time in seventh grade will take this course. This course will build on the introductory French skills students learned in grade seven.

Spanish Gr.7 and Spanish Gr. 8

Novice-Intermediate

As part of answering the essential questions “What is culture?”, “What is Spanish culture?” and “How are we connected?” students in grade seven and grade eight will continue the study of Spanish, which began in elementary school. Students at the end of the year can initiate, maintain and bring simple conversations to a close as well as write simple sentences on familiar topics. Students also can recognize pieces of information of what is being said and

understand simple readings. Students will expand their cultural awareness of Spain and other regions where Spanish is spoken.

Introductory Spanish

This course is designed for new students who have moved into Glastonbury and who have not previously taken a foreign language or have only had minimal contact with a foreign language. Students will be introduced to the vocabulary and structure of the language as well as the culture of the Spanish speaking world. **Course requires sufficient enrollment to run.**

Introductory Continuing Spanish

Eighth grade students who began Spanish for the first time in seventh grade will take this course. This course will build on the introductory Spanish skills students learned in grade seven.

Russian Gr. 7 and Russian Gr. 8

Novice

As part of answering the essential questions “What is culture?”; “What is Russian culture?” and “How are we connected?” students in grade seven will begin and in grade eight will continue the study of Russian. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of Russia.

Chinese Gr. 7 and Chinese Gr. 8

Novice

As part of answering the essential questions “What is culture?”; “What is Chinese culture?” and “How are we connected?” students in grade seven will begin and in grade eight will continue the study of Chinese. Students can communicate and exchange information about familiar topics using phrases and simple sentences and can usually handle short social interactions in everyday situations by asking and answering simple questions. Students will expand their cultural awareness of China and other regions where Chinese is spoken.

Continuing Chinese - Students Entering from Gideon Welles

As part of answering the essential questions “What is culture?”; “What is Chinese culture?” and “How are we connected?” students in Continuing Chinese in grade seven will either enter into the 7th grade course or the 8th grade course based on their performance and proficiency ability as reviewed by the Chinese teaching staff in conjunction with the foreign language director. The department will continue to revise and update placement as the 6th grade program becomes established.

ELL Class

Director/Coordinator/Teacher Recommendation Only

Meets 5x for Year

As a part of answering the essential question “How can I improve my skills in English to reach my personal and academic goals?” students at beginning to intermediate levels of English will participate in oral and written exchanges of information and ideas on a variety of topics. They will also construct meaning from oral presentations and text. Students will develop their skills in listening, speaking, reading, and writing in English and learn about American culture.

ELL Tutorial

Director/Coordinator/Teacher Recommendation Only

Meets 3/5x for Year

Students who speak a language other than English at home may be eligible for tutorial services. The English Language Learner (ELL) tutor works with students in a small group setting to develop skills in English and to provide assistance for content area subjects.

HISTORY/SOCIAL SCIENCES DEPARTMENT

World History 7

World History is a course designed to take students on a journey of exploration to the world’s great ancient and classical civilizations. Students begin their travels by developing a sense of history and an understanding of the pre-history that has shaped our world. The ancient civilizations of Mesopotamia, Egypt, India, and China as well the classical civilizations of Greece, Rome and Islam are viewed through the lens of common themes that connect and integrate the world’s diverse history. Through their study of World History, students will enrich their knowledge of

major historical periods, issues, concepts and patterns in world history and acquire, develop and apply the skills and processes of historical thinking.

United States History 8:

Students in U.S. History 8 will use a national lens to enrich their knowledge of the major historical periods, issues, concepts and patterns in United States History. Their journey through our country’s history will begin with the meeting of the world’s cultures in the pre-Columbian period and continue through to the transformation of our nation in the Civil War and Reconstruction Eras. Throughout their studies, students will enrich their understanding of the connecting themes and enduring understandings of American History and acquire, develop and apply the skills and processes of historical thinking.

MATHEMATICS DEPARTMENT

Recommended Mathematics Course Selection Plan for Grade 7 through Grade 12

The chart below captures the **most common course sequences**; however, a student’s course sequence may change over time depending on interests, skill development and achievement levels. Students should consult with their school counselor before choosing their courses. An Algebra 1-Geometry-Algebra 2 sequence (beginning in Grade 8 or Grade 9) will meet the entrance requirements of most four-year colleges, although additional courses are recommended for students considering college majors in mathematics, science, engineering and other related fields.

Grade				
7	Mathematics 7, L-1	Mathematics 7		
8	Algebra 1, L-1	Transitions to Algebra		Mathematics 8
	Level 1	Level 2		
9	Geometry A, L-1 (4120)	Algebra 1A (4310)	Algebra 1B – 1 (4351)	Essentials for Algebra (4680)
10	Algebra 2A, L-1 (4130)	Geometry A (4320)	Algebra 1B – 2 (4360)	Integrated Algebra & Geometry 1 (4540)
11	Pre-Calculus, L-1 (4140) and/or Math Electives	Algebra 2A (4330)	Geometry B (4380)	Integrated Algebra & Geometry 2 (4541)
12	AP Calculus AB (4190), AP Calculus BC (4200), and/or Math Electives	Pre-Calculus (4340) and/or Math Electives	Algebra 2B (4390) and/or Math Electives	Math Electives

Important Note: Algebra 1 in Grade 8 is more rigorous than a Level 1 high school course. To be successful in algebra at this level, students should have consistently demonstrated mastery and deep understanding of the prerequisite mathematical concepts and skills. In addition, the ability to comprehend and perform abstract mathematical tasks, including high level reasoning and transfer of understanding to new problem solving situations is essential. Successful completion of Algebra in 8th grade prepares a student to tackle the challenges of Advanced Placement Calculus by senior year.

The grade for Algebra 1 will appear on the student’s high school transcript, but is not counted towards the three mathematics credits that a student must earn for graduation. Because Algebra 1 is a foundational course for all future study of mathematics, it is important that students are well-prepared and have mastered the skills of Algebra I before

proceeding to the next course. Therefore, if a student's performance is a C or lower in grade 8 Algebra I, it may be recommended that he/she *repeat Algebra 1* at the high school (Algebra 1A, Level 2).

The ability to understand and use problem solving strategies is the strong, unifying idea for all courses in mathematics at Smith Middle School. Showing solutions, writing explanations, and demonstrating mastery are vital components of the problem solving process.

Mathematics 7 **Levels 1, 2**

The units of study in Mathematics 7 are *Probability and Populations*, *Number Sense*, *Proportional Reasoning*, and *Representations in Geometry*. Throughout the course, students uncover mathematical understanding through problem solving and learning experiences designed to make students think. Students develop a deep understanding of proportional reasoning as a way to understand mathematical relationships in our world. They continue to learn that mathematics makes sense.

The curriculum of Mathematics 7, Level 1 is compacted so that a significant number of the concepts of grade 8 math are learned at appropriate times during the seventh grade year.

Mathematics 8 **Level 2**

In grade 8, students model relationships between two sets of data using linear equations, solve linear equations and systems of equations. Building the understanding of the meaning of a solution to a system is a focus. Students begin to understand the concept of a function and use functions to describe quantitative relationships. Also, students analyze two- and three-dimensional space and figures using distance, angle, similarity and congruence, and understand and apply the Pythagorean Theorem. Conceptual understanding and skills are interwoven through instructional activities that prepare students for formal Algebra in ninth grade.

Transitions to Algebra Gr. 8 **Level 2**

Transitions to Algebra has the same topic outline as Mathematics 8. Students enrolled in this course have strong computational skills and have maintained at least a B average in Mathematics 7 level 2.

Algebra 1 Gr. 8 **Level 1**

Algebra is the study of mathematical relationships which can be represented and analyzed through tables, graphs, equations and inequalities. The symbolic language of algebra is used to represent, investigate and solve problems. Students will work with variables; write, solve, graph and interpret linear and quadratic equations; perform operations with polynomials; and work with radical and rational expressions and equations. Students continue the study of function families to include exponential, piecewise and absolute value functions.

In order to be recommended for this course, a student must have a B+ or higher average in grade seven, Level 1, or an A average in Mathematics 7, Level 2. Since Algebra is a high school course, students who have not been highly successful in Mathematics 7 should take this course in grade nine.

SCIENCE DEPARTMENT

A student's courses in the middle school can have an impact on science course opportunities at the high school level. The inextricable link between mathematics and science makes it advisable for a student to have gained solid mathematical skills before tackling the challenges of Level 1 science in 8th and 9th grades.

RECOMMENDED SCIENCE COURSE SELECTION PLAN FOR GRADES 7-12

The chart below captures the most common course sequences. However, a student's course sequence may change over time depending on interests, skill development and achievement levels. A student should consult with his/her school counselor before choosing courses. The entrance requirements for most four-year colleges include successful completion of full year courses in Chemistry, Biology and Physics.

Grade			
7	Planet Earth 7, L-1	Planet Earth 7	
8	Concepts of Physics, L-1 (Concurrent Algebra 1 recommended)	Concepts of Physics	
	Level 1	Level 2	
9	Chemistry (5130) (L-1)	Chemistry (5440)	Integrated Science (5462)
10	AP Biology (5100)	Biology (5410)	Biology (5420)
11	AP Physics 1 & 2 (5171) (Or other AP science)	Physics (5470 or 5480) and/or science electives	Introductory Physics (5465) and/or science electives
12	AP Chemistry (5140) AP Environmental Science (5160) AP Biology (5100) AP Physics 1 & 2 (5171) AP Physics C (5175) and/or Advanced Research Mentorship (5150)	Physics (5470 or 5480) and/or science electives	

Planet Earth 7**Levels 1, 2**

This course focuses on investigations of Earth, its atmosphere, its changing surface, its water resources, and its place in the solar family. Students will explore those systems and phenomena of planet Earth which require knowledge and skills of the earth and space sciences, as well as interactions and properties of matter. Connections to life sciences and physical sciences are also emphasized. The course provides for a variety of practical laboratory experiences and engineering tasks that help students gain a better grasp of the fundamental concepts of our world and the Universe. Throughout the course, students will apply inquiry skills and the engineering design process when exploring science concepts. The curriculum for this course is aligned to the Next Generation Science Standards.

Concepts of Physics**Levels 1, 2**

This course is designed to introduce students to some of the fundamental principles and laws that govern phenomena that we experience in our everyday lives and that determine the interactions of matter and energy throughout the Universe. Content areas that are explored include motion, forces, energy, and electricity. The course provides opportunities for inquiry and for a wide variety of practical laboratory investigations, as well as for application of the engineering design process. This course is designed to introduce concepts and scientific skills that lay the foundation for further studies of science at the high school level.

HEALTH and PHYSICAL EDUCATION DEPARTMENT

Students in grades 7 and 8 are required to take physical education every other day for a full year. The Physical Education curriculum is aligned with state and national standards. Curriculum expectations and outcomes include the students' ability to demonstrate various motor skills and movement patterns, explain strategies and principals as they apply to movement, identify and incorporate fitness concepts in a personal fitness plan, demonstrate responsible and respectful behavior and articulate the benefits of being physically active.

Physical Education 7 and 8

Meets 2/3x for Year

All 7th and 8th grade students are required to actively participate in all activities. Students are expected to bring a change of clothing and footwear that is appropriate to engage in physical activity. All students participate in the Connecticut Physical Fitness Assessment and the 8th grade scores are included in the district strategic profile report.

Curriculum units include, but are not limited to, these activities:

PHYSICAL EDUCATION UNITS GRADES 7 AND 8

Aerobics	Football	Recreational Games and Activities
Adventure Challenges	Frisbee (Touch/Ultimate)	Rollerblading
Badminton	Golf (SNAG)	Soccer
Basketball	Handball	Tennis
Bowling	Lacrosse	Track & Field
Fitness Testing	Physical Fitness Activities	Variety of Lifetime Fitness Activities
Floor Hockey (Touch/Ultimate)	Project Adventure Climbing	Volleyball

Health Education 7 and 8

Meets 2/3x for Semester

Students in grades 7 and 8 are required to take Health Education every other day for a half a year. The Health Education curriculum is aligned with state and national standards. Health Education curriculum expectations and outcomes include the students' ability to comprehend core concepts related to health promotion and disease. Students are expected to be able to access appropriate health information, practice health-enhancing behaviors, analyze internal and external influences, demonstrate interpersonal communication skills, use decision making and goal setting skills and advocate for personal, family and community health. In each grade level, there are five core concepts or unit themes that address the topics listed in the table below. As a result of participation in this course, students will have skills and knowledge to make a successful transition into a contemporary high school setting.

HEALTH EDUCATION CORE CONCEPTS GRADES 7 AND 8

Alcohol, Tobacco and Other Drugs
Relationships and Sexuality
Mental and Emotional Health
Nutrition and Physical Activity
Injury and Disease Prevention

RECOMMENDATION ONLY

Special Education

Small Group IEP Classes or Resource

PPT Recommendation Only

Meets 2/3x for Year or 5x for Year

The resource rooms and special education classes at Smith Middle are non-categorical and designated to assist the students who are identified by a Planning and Placement Team as requiring special education. Teachers work with individuals in small groups on a remedial and/or tutorial basis. The resource room teachers are also available to other Smith Middle School teachers on a consultative basis regarding individual students.

ELECTIVE COURSES

ART

The Smith Middle School Art Department offers art instruction in a variety of areas including animation, clay, computer art, crafts, design, and fine arts. While there are similarities between 7th & 8th grade course titles and media studies, all courses are different in terms of the techniques used, the projects covered, and the art skills developed. Seventh grade art electives are not prerequisites for taking 8th grade art electives.

7th Grade Art Offerings

The Art of Animation

#E227

Gr. 7

Meets 2/3x for Semester Explore

the techniques of animation that are cornerstones for today's high-tech animation industry. In this class, you will create your own characters and bring them to life using pencil, paint, paper, cameras and computers!

Crafts

#E237

Gr. 7

Meets 2/3x for Semester

Use a variety of traditional and non-traditional materials and techniques to create artistic forms with a contemporary flair. Learn how to design and create boxes, books, jewelry, textiles and other functional objects. Sign up, and watch your ideas take form!

3-D Art

#E247

Gr. 7

Meets 2/3x for Semester

Shape, sculpt, carve, and build 3-dimensional forms that are self-expressive and original. Plan, design and create 3-dimensional works with a variety of materials such as clay, paper, fabric, and recycled, repurposed and found items. Roll up your sleeves and let creativity be your guide!

Art Zone

#E217

Gr. 7

Meets 2/3x for Semester

Whether you consider yourself an artist or not, you will have fun learning and growing as an artist. Develop observational drawing skills, and learn painting and printmaking processes and techniques while expanding media skills using pastels, paints, charcoal, oil pastels, pen & ink and MORE! Don't hesitate. Sign up today! Get in the ART ZONE!

8th Grade Art Offerings

Sculpture

#E248

Gr. 8

Meets 2/3x for Semester

Don't be flat! Be well-rounded! Build 3-dimensional art, sculptures, and more. Discover unique ways to create functional art and design. Use new-age materials as well as clay, wood, paper, natural fibers, glass, plastic and EVEN METALS!

Modern Design

#E238

Gr. 8

Meets 2/3x for Semester

Everything is designed by someone. Experience what it is like to be a professional in the fields of fashion, advertising, product, package, and graphic design. If you'd like to learn to use technology-based software and traditional processes to create original artwork, and learn about careers in the field of design, this hands-on course is for you!

Art-Smart

#E218

Gr. 8

Meets 2/3x for Semester

Enjoy exploring the world of art. Have you ever wondered how art is created? We will show you how by exploring painting, drawing, printing and sculpting techniques as well as the materials used by many famous artists. Learn the tricks of the trade and surprise yourself! This course will teach you how to creatively and skillfully express yourself through art. All skill levels are welcome.

Electronic Easel

#E228

Gr. 8

Meets 2/3x for Semester

Go digital! Let the mouse be your pencil and paint brush. You will learn to use Adobe Photoshop[®] and other software to create digital drawings, illustrations and designs. Develop new technology skills while creating original paintings, photographs, surreal images and more!

FAMILY AND CONSUMER SCIENCE

Courses are aligned with college and career readiness as well as the development of leisure skills.

Design Your Space

#E337 & #E338

Gr. 7 & 8

Meets 2/3x for Semester

Students will explore the basics of creative home interiors for both personal and functional spaces. Units include transforming space using color and the elements and principles of design. Projects may include a room make-over, recycled lampshade, table and door decorations, room accents, pillows and more.

Foods and Nutrition

#E317 & #E318

Gr. 7 & 8

Meets 2/3x for Semester

Students will learn the basics of food preparation and will develop skills in the safe use and care of kitchen equipment and appliances. Students will have an opportunity to prepare simple snacks, baked goods, and quick and easy meals during cooperative food lab experiences. Included in the curriculum is a nutrition unit where students will learn about the six major nutrients, food groups, and the relationship of food choices to health and wellness during their lifespan.

The Real Game

#E348

Gr. 8

Meets 2/3x for Semester

Find out how to survive money, consumer, and career challenges. See the relevance of school subjects to everyday life and work roles. Explore how to use the services of financial institutions. Learn more about the world of work, sharpen job skills, identify your unique talents and abilities and participate in career exploration activities.

Specialty Foods

#E328

Gr. 8

Meets 2/3x for Semester

Students will develop skills in the areas of baking basics, including yeast bread products, and more. Principles of meal planning and preparation will be explored with an emphasis on organic foods and the *Slow Food* movement. Included in the curriculum is a unit, *The Science of Chocolate*, which links science and nutrition through the preparation of a variety of chocolate recipes. This course is for grade 8 students who have taken Foods and Nutrition.

Understanding Young Children

#E357 and #E358

Gr. 7 & 8

Meets 2/3x for Semester

Explore development of children and related issues from conception to age five. Observe young children in a preschool setting or through classroom visitations and look at current issues surrounding childcare and parenting. Plan age appropriate activities and prepare nutritious snacks for young children. Smith Middle School babysitting certification is included.

MUSIC AND PERFORMING ARTS

Band

#E117 & #E118

Gr. 7 & 8

Meets 2/3x for Year

Band is a performing ensemble open to students who play woodwind, brass and percussion instruments. Instruction includes balance, blend, coordination of musical effort and performance of band literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening band performances. For new band students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the band director is required before enrolling.

Chorus

#E127 & #E128

Gr. 7 & 8

Meets 2/3x for Year

The chorus is a performing ensemble open to all students. Instruction centers around tone, diction, expression, ear training, reading accuracy and performance of choral literature that represents a variety of musical styles and cultures. Students will have a minimum of two evening chorus performances. For chorus students, there is no minimum of prior ensemble experience or consent required to enroll.

Orchestra

#E137 & #E138

Gr. 7 & 8

Meets 2/3x for Year

String orchestra is open to students who play violin, viola, cello and bass violin (string bass). Emphasis is placed on tonal balance, blend, coordination of musical effort, and offerings of solo, ensemble, and string and orchestral literature. Students will have a minimum of two evening orchestra performances. For new orchestra students, a minimum of one year of instrumental lessons and one year of ensemble experience, within the prior year, on the same instrument and consent of the orchestra director is needed before enrolling.

Creating and Recording Music 1

#E157

Gr. 7

Meets 2/3x for Semester

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers, Logic Pro Software and Apple Loops. Basic piano skills will be introduced. No previous experience necessary.

Creating and Recording Music 2

#E158

Gr. 8**Meets 2/3x for Semester**

You will be creating and arranging your own music in the Smith Middle School music lab using iMAC computers, Korg Piano Synthesizers Logic Pro Software and Apple Loops. You will be exploring in depth music writing techniques. Basic piano skills will also be introduced. No previous experience required..

Lights Up! Theater I

#E147

Gr. 7**Meets 2/3x for Semester**

In this introduction to theater class, 7th graders will have the opportunity to participate in improvisational games, stage combat, scene study, monologue performance, lip sync battles, and audition preparation. Students will learn the foundations of acting including staging, blocking, and movement. No prior experience in theater is necessary.

Lights Up! Theater II

#E148

Gr. 8**Meets 2/3x for Semester**

In this overview of theater class, 8th graders will have the opportunity to participate in improvisational games, stage combat, lip sync battles, scene and monologue, performance, audition preparation, scene writing, and directing. Students will practice the foundations of acting culminating in small group performances. No prior experience is necessary. Students do not have to have taken Lights Up! Theater I in order to register for this class.

Piano and Guitar Sampler

#E167

Gr. 7**Meets 2/3x for Semester**

Learn to play the piano and guitar in this one beginning course. You will learn the basics of each instrument and will play songs and short pieces on them. You will also learn to accompany yourself and others on both instruments.

Make Your Own Video

#E168

Gr. 8**Meets 2/3x for Semester**

This course offers an exciting opportunity to create your own videos, including music videos, using your iPad and the SMS Music lab. This is a hands-on course where you will be using iMovie, iPhoto and Garage Band. No previous experience required.

TECHNOLOGY EDUCATION**Computer Graphics**

#E457

Gr. 7**Meets 2/3x for Semester**

You use clip art, why not make it? You will learn techniques and tips for creating graphics and make all kinds of images for logos, presentations, greeting cards, emails and others. The graphics will come to life by turning them into animations. No previous graphics experience is necessary.

Pre-Engineering Lab

#E408

Gr. 7**Meets 2/3x for Semester**

Students will explore electrical, mechanical and architectural engineering by designing, building and testing wind turbines, cooling systems, geared vehicles, fluid powered robots, bridge trusses and more. Students will learn and use Computer Aided Design (CAD) software to design their trusses.

Web Action

#E458

Gr. 8**Meets 2/3x for****Semester**

Students will jump into website design and create web-ready graphics, animations and web pages. We will learn strategies to make cool websites that follow a theme, are easy to navigate and quick to download. Next we will explore basic video game design with the opportunity to create new games. Experience in computer graphics is desirable.

Young Inventors

#E447

Gr. 7**Meets 2/3x for Semester**

Students enrolled in this course will have the opportunity to apply their problem analysis and problem solving skills as they create new inventions to serve our society. Students will explore the process of inventing a product from its first moment as an idea to the final stage of a completed product. Students will also create marketing tools to advertise and promote their new inventions incorporating visual arts and writing skills.

Robo Code

#E467 & #E468

Gr. 8**Meets 2/3x for Semester**

Students will have the opportunity to work in teams to develop robots using the engineering design process. They will engage in hands-on solution-based strategies to construct robots, and then learn to code and program these robots for competition-based scenarios.

Manufacturing Lab

#E418

Gr. 8**Meets 2/3x for Semester**

Students will be introduced to the skill of creating a company and work from an "idea" to completion. The team problem solving approach will focus on the designing, manufacturing, and marketing of a product. Skills used in engineering, manufacturing and marketing will be explored. The class will research designs and materials, create technical drawing, and present the project to groups. The class will develop materials lists, cost estimates and make presentations. The projects will be manufactured or built by the class. Some projects will be community based.

Aero-Lab

#E437

Gr. 7**Meets 2/3x for Semester**

Students enrolled in this course will apply concepts of science, math and technology as they design and build projects related to air and space transportation. Principles of flight will be used as students design and build gliders, airplanes, hot air balloons and rockets.

World of Motion

#E428

Gr. 8**Meets 2/3x for Semester**

Students explore energy sources and the transfer of energy by designing and building solar powered, wind powered and mag-lev vehicles. Students gain a global perspective on alternate energy sources by comparing economics, efficiency, and environmental impacts of using different energy sources.

**GRIEVANCE PROCEDURE AND COMPLIANCE OFFICERS FOR VIOLATIONS OF OR
COMPLAINTS REGARDING:
Glastonbury Public Schools
*Non Discrimination and Equal Opportunity Policy and Procedures***

Glastonbury Compliance Officers are:

Title VI (Civil Rights Act of 1964) and Title IX (Equal Educational Opportunity, 1972)

Ann Marie Colebrook, Director of Health & Physical Education
Glastonbury Public Schools, 628 Hebron Avenue, Bldg. 2, Glastonbury, CT 06033
Telephone: (860) 652-7958 Fax: (860) 652-7979 Email: colebrookaa@glastonburyus.org

Section 504 (of the Rehabilitation Act of 1973)

Anita Russell, Administrator for Pupil Services
Gideon Welles School, 1029 Neipsic Road, Glastonbury, CT 06033
Telephone: 860-652-7971 Email: russella@glastonburyus.org

ADA (American Disabilities Act, 1990)

Rosemary Tralli, Asst. Superintendent of Schools
628 Hebron Avenue, Bldg. 2, Glastonbury, CT 06033
Telephone: 860-652-7963 Fax: (860) 652-7952 Email: trallir@glastonburyus.org

Safety Director/Chemical Hygiene Officer

Jill Carey, Safety Compliance Officer
Dr. Kenneth Roy, Safety Compliance Officer/Chemical Hygiene Officer
Glastonbury High School, 330 Hubbard Street, Glastonbury, CT 06033
Telephone: 652-7200 ext. 2002 Email: royk@glastonburyus.org

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, color, age, national origin, religion, gender, sexual orientation or handicap may discuss and/or file a grievance with the appropriate compliance officer (Title VI, Title IX, ADA, and Section 504) of the Glastonbury Public Schools. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Glastonbury Board of Education within ten (10) days of receipt of the decision.

The Glastonbury Board of Education, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information. The Glastonbury Board of Education will give a written response within ten (10) working days following completion of the hearing.