

***DAVID BREARLEY
MIDDLE SCHOOL***



***PROGRAM OF STUDIES
2020-2021***

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Computer Skill Requirement

Computer and information literacy, which supports skills in information gathering, information organizing and problem solving, has become critical of every student. Computer and information literacy standards will be integrated and applied in all courses offered in the middle school.

Course Selection Process

Combined Courses

Two courses may be combined during one period when the enrollment is insufficient to run both courses as separate sections. This usually occurs in upper-level World Language classes or with elective classes.

Course Differentiation

- Regular courses –
 - meet(s) the general expectations for a specific grade level or course.
- Honors/Academy courses -
 - are taught at an advanced level;
 - students are expected to complete more independent work in greater depth than in the regular curriculum;
 - students are expected to complete special projects and summer assignments;

Course Failures

Students in grades 7 and 8 who fail a required sequential course may not “double up” by taking the next level with the failed course in the following school year, i.e., a student who fails English 7 may not take two levels (English 7 and English 8) in the following. Attending an approved summer school and passing the failed course will allow a student to progress in the normal sequence of courses. If a student does not attend summer school for English, Mathematics, Science and/or Social Studies, he/she will be retained. Please refer to the section on summer school.

Course Load

Students must be scheduled for eight classes, one Personalized Student Learning Plan course, and a lunch period in each school year. Students must be scheduled for one class in English, Mathematics, Science, Social Studies, and Physical Education/Health class for every year they are enrolled in middle school.

Course Placement

Students are placed into Honors courses based on the following rubric which outlines specific criteria needed for placement.

For students entering Middle School courses in the upcoming year:

Currently Enrolled In	Course You’d Like to Enroll In	Grade Needed in Previous Year’s Course
Honors	Honors	85
Regular	Honors	95

For students entering High School courses in the upcoming year:

Currently Enrolled In	Course You’d Like to Enroll In	Grade Needed in Previous Year’s Course
AP	AP	80
Honors	AP	85
Honors	Honors	85*
General	AP	90
General	Honors	90

* Honors Math Grade 8 in Algebra 1 must have a minimum grade of 70 to take Geometry/ Trigonometry Honors in 9th grade.

*Students that transfer into David Brearley may be required to take a placement exam to be placed into Algebra 1 Honors.

Grade Level Determination

A student’s grade level will be determined by the cumulative amount of credits they have earned. Whether a student is in grade seven or eight will depend on the number of credits earned not on the number of years in middle school.

Grade Point Average

GPA

- The system of calculating grade point average (GPA) used by David Brearley Middle School is consistent with the procedure most often recommended by the National Association of Secondary School Principals and most frequently used by local high schools. The procedure includes all courses and weights for Academy and Honors courses.
- Rank in class (RIC) is calculated, but a specific class rank will not appear on any documents sent by David Brearley Middle School.

Weighted Grade Equivalent Scale

Numerical Grade	General Course	Honors	Academy
100-98	4.0	4.5	5.0
97-94	3.75	4.25	4.75
93-90	3.5	4.0	4.5
89-86	3.25	3.75	4.25
85-83	3.0	3.5	4.0
82-80	2.75	3.25	3.75
79-76	2.5	3.0	3.5
75-73	2.25	2.75	3.25
72-70	2.0	2.5	3.0
69-67	1.75	2.25	2.75
66-65	1.5	2.0	2.5
64-0	0	0	0

GPA Calculation

To calculate the Weighted Core Grade Point Average (GPA), the weighted grade equivalent is multiplied by the number of credits for the course to obtain the total calculated quality points for each course. The total calculated quality points are then added together and divided by the total credits attempted to obtain the Weighted Core GPA.

The following is an example of a sample schedule and the calculation of the Weighted GPA.

Period	Course	Final Grade	Weighted Grade Equivalent	Course Credit	Total Calculated Quality Points
1	Pre-Algebra	85	3.0	5	15.00
2	Language Arts 8	83	3.0	5	15.00
3	Science 8	94	3.75	5	18.75
4	US History	87	3.25	5	16.25
5	Health/PE	98	4.0	5	20.00
6	Drawing	92	3.5	5	17.50
7	Lunch/PSLP	P	0	1.25	0
Totals				31.25	102.5
				Weighted GPA	3.28

*Total Calculated Quality Points divided by Total Attempted Credits equals the GPA: $102.5/31.25=3.28$

** The Weighted GPA is rounded to the second decimal place and recorded as such on the student's transcript.

Graduation Requirements

District and State

Every graduate of David Brearley Middle School must successfully complete all state and local Board of Education requirements to earn a State endorsed David Brearley Middle School diploma.

Middle School

Eighth graders must pay all fines prior to graduation. **All eighth grade students must pass language arts, mathematics, and science for the year in order to graduate and be promoted into ninth grade.** Any student who does not pass these three subjects will be required to attend summer school and pass the course or courses they failed in order to be promoted in August. Students who fail and are not promoted in June cannot take part in the graduation commencement ceremony with their class. **In addition to passing language arts, mathematics, and science students must accrue seven (7) points as determined by the following chart in order to be promoted to the next grade.** This applies to seventh graders also. (KSD Pol. 5410)

Classes	7 th grade	8 th grade
Language Arts	Must Pass	Must Pass
Mathematics	Must Pass	Must Pass
Science	Must Pass	Must Pass
Social Studies	5.00 credits	5.00 credits
Physical Education/Health	5.00 credits	5.00 credits
Cycle Classes	5.00 credits	5.00 credits
Electives	5.00 credits	5.00 credits
Seminar	5.00 credits	5.00 credits

Students must pass New Jersey proficiency assessment tests:

New Jersey Science Competency Test (NJST)	Students enrolled in Grade 8 Science
New Jersey Student Learning Assessments (NJSLA) ELA and Mathematics Assessments	Students enrolled in English 7, English 8, Math 7, Math 8 or Algebra I.

Naviance/Family Connection

Naviance is a web-based system that supports course, career, and college planning. David Brearley Middle High School has the following components that provide career and college counseling for our students:

Career Planner

- Career exploration
- The Career Key Assessment
- Do What You Are Personality Assessment
- Myers Briggs and Holland’s Career Interest Profiler
- Search for careers, read about skills, requirements, wages, etc., view nearly 600 popular careers, link directly to colleges offering related majors

Counselor’s Office

- Secure, web-based system that collects and organizes post-secondary plans
- Schedule college visits and on-site decision days
- Produce scatter grams and charts based on individual student data and historical data
- Track applications and analyze historical data
- Publish scholarship information and match students with awards
- Store teacher letters of recommendation
- Submit all credentials (SSR, MYR, teacher recommendations, transcripts, profiles) to the Common Application and nearly 800 college and universities

Prerequisites and Sequential Courses

Prerequisites are requirements that must be completed satisfactorily before certain courses are taken. For example, Pre-Algebra is a prerequisite of Algebra I. A minimum grade may also be a prerequisite. Students must pass the prerequisite course before they move to the next sequential course.

Rubrics

Grade 7 Placement

Placement Criteria		ELA	Math
1	MAP Spring 2019*		
	=>90 (91)% = 3 Points 83- 89 (90)% = 2 Points 73-82 (83)% = 1 Points =<72% = 0 Points		
NJSLA Spring 2019		ELA	Math
2	ELA		
	Exceeds = 2 Points (810-850) Meets = 1 Point (750-809)	Math	
Math			
Exceeds = 2 Points (810-850) Meets = 1 Point (750-809)			
3	Current Course Grade	ELA	Math
	Add 1 Point for 6 th Grade Advanced Math or ELA		
A = 3 Points 90-100 B = 2 Points 80-89			
4	Teacher Recommendation of Course**	ELA	Math
	1 Point		
Total		ELA	Math
Minimum of 7 out of 10 Points to Qualify for Honors			

*Reading MAP 6 th Grade		*Math MAP 6 th Grade	
Percentile	RIT Cut/Range	Percentile	RIT Cut/Range
=>90%	235	=>91%	248
83-89%	230-234	84-90%	242-247
73-82%	225-229	73-83%	236-241
=<72%	224	=<72%	235

**** Teacher Recommendation for course is based on work ethic, work completion and class participation**

Grade 7 Math Foundations Placement		Grade 8 Math Foundations Placement	
Criteria	Points	Criteria	Points
MAP Spring 2019		MAP Spring 2019	
RIT Score 100-209	3	RIT Score 100-216	3
RIT Score 209-225	2	RIT Score 217-234	2
NJSLA Spring 2018		NJSLA Spring 2018	
Did not Meet Expectations (650-699)	3	Did not Meet Expectations (650-699)	3
Partially Meets Expectations (700-724)	2	Partially Meets Expectations (700-724)	2
Approaching Expectations (724-749)	1	Approaching Expectations (724-749)	1
Teacher Recommendation		Teacher Recommendation	
Work Ethic/Completion/Class Participation	1	Work Ethic/Completion/Class Participation	1
Minimum of 5 out of 7 Points to Qualify		Minimum of 5 out of 7 Points to Qualify	

Grade 7 Reading Placement		Grade 8 Reading Placement	
Criteria	Points	Criteria	Points
MAP Fall 2019/Winter 2020		MAP Fall 2019/Winter 2020	
Lexile Score 120-400	3	Lexile Score 120-400	3
Lexile Score 401-700	2	Lexile Score 401-700	2
Lexile Score 701-900	1	Lexile Score 701-900	1
NJSLA Spring 2018		NJSLA Spring 2018	
Did not Meet Expectations (650-699)	3	Did not Meet Expectations (650-699)	3
Partially Meets Expectations (700-724)	2	Partially Meets Expectations (700-724)	2
Approaching Expectations (724-749)	1	Approaching Expectations (724-749)	1
Teacher Recommendation		Teacher Recommendation	
Work Ethic/Completion/Class Participation	1	Work Ethic/Completion/Class Participation	1
Minimum of 5 out of 7 Points to Qualify		Minimum of 5 out of 7 Points to Qualify	

Scholars Academy

Scholars Academy students take a course of study that is extremely rigorous to accommodate their intellectual needs. The majority of the classes are completed prior to the senior year to make room for more career-focused learning experiences. Advanced Placement courses lead Scholars Academy students to graduate with a potential 21 AP credits. Service learning experiences (referred to as ISE) are centered around three areas: *Ingenuity* (developing new ideas that benefit the community), *Stewardship* (making the lives of others better), and *Enterprise* (creating and participating in activities that serve others). Students' logs of such activities are monitored throughout the year. Senior year provides a rigorous college-prep program with a focus on potential career choices. Students concentrate coursework and service learning experiences in one of three broad areas: Humanities, STEM, or Business/International Studies. Applications for acceptance into the Scholars Academy are typically accepted between Nov. and Dec. of the previous school year. An Open House for interested parents and students with further information on the program and the application process is typically held in the fall prior to the application period.

Standards of Excellence

- Any student who attains a final grade below 85% will be placed on academic probation.
- Academic probation remains for the next year and includes close monitoring. The student may be asked to remain in school during Academy trips and participate in after-school tutoring sessions for additional assistance.
- A student who fails to attain a minimum final grade of 85% or better in all classes for an additional year will forfeit their spot in the Academy

Scholars Academy Selection Criteria

Criteria	Description	Minimum Metric	Weight
Last Year's Transcript	Minimum Cumulative Average Subjects Included: Mathematics, Science Language Arts, Social Studies	At least 90% mid-year grade	40 Total Possible Points
First Marking Period Class Grades	Minimum Cumulative Average Subjects Included: Mathematics, Science Language Arts, Social Studies	At least 90% mid-year grade	10 Total Possible Points
Scholars' Academy Entrance Exam	Highly Proficient Students Minimum Score	59-50: 15 pts 64-60: 16 pts 69-65: 17 pts. 74-70: 18 pts 79-75: 19 pts 84-80: 20 pts	22 Total Possible Points

		89-85: 21 pts 100-90: 22 pts	
Writing Sample	Open ended essay	5 point Rubric	13 Total Points
2018-2019 NJSLA Scores	Total NJSLA Scores in Math and ELA from the 2018-2019 School Year	Minimum scores of 35 in both areas	15 Total Points

Program of Study

Grade 7	Grade 8
English 7 Honors Pre-Algebra Honors Science Academy History Academy Art, Music, Technology, Spanish Health/PE	English 8 Honors Algebra I Honors Science Academy History Academy Spanish/Italian Health/PE

Summer School

- For Review Credit:
 - Five credits for a subject repeated and passed in summer school will be granted if the course has a minimum of 60 clock hours.
 - The grade earned in summer school will be recorded on the permanent record and will be included in the G.P.A. The original grade remains on the transcript and is also included. The summer school course grade does not replace the original course grade.
 - It is the student's responsibility to have appropriate grade reports forwarded to the Principal/Designee upon completion of the summer school course. For the purpose of meeting prerequisites, the summer school grade and the grade from the full year course will be averaged.
- For Enrichment Credit:
 - The course must have a minimum of 60 clock hours.
 - Any grade earned in summer school will be noted on permanent records. The original grade remains on the transcript and is included in the computation of the G.P.A. No additional credit will be granted.
 - It is the student's responsibility to have appropriate grade reports forwarded to the Principal/Designee upon completion of the summer school course.
 - For the purpose of meeting prerequisites, the summer school grade and the grade from the full year course will be averaged.
- For Advanced Credit:
 - The course must have a minimum of 120 clock hours for a full year's credit (144 hours for a lab science).
 - All courses must be approved by the Principal/Designee before the student registers for it.
 - A course taken the summer between eighth and ninth grade will not receive credit toward high school graduation.
 - A summer school course is considered to be College Prep (CP) level.
 - It is the student's responsibility to have official grade reports forwarded to Principal/Designee upon completion of the summer school course.

Summer courses traditionally do not cover the curriculum in as much depth as a full-year course. Therefore, summer courses are good for enrichment or review; they are not recommended to be used as a replacement for a full-year course.

Course Descriptions

Cycle Classes

Cycle classes are designed to provide middle school students the opportunity to experience an assortment of classes which may lead them into the selection once they reach high school.

Art

Credits: 1.25

Grade: 7

Length of Course: One Cycle

Summer Activities: No

This course is designed to introduce students to the basic elements of art and design, along with various artists and art movements significant to the history of art. Each cycle will also create artwork for the year's NJ State Council on the Arts Grant Project (when applicable), or another project being worked on by the Advanced Art Beyond the Classroom students. In this way, the students will be introduced to the practical application of visual art and will be able to work with our professional visiting critics.

Financial Literacy

Credits: 1.25

Grade: 7

Length of Course: One Cycle

Summer Activities: No

This course is designed for students to understand how to relate career choices, education choices, skills, entrepreneurship, and economic conditions that will affect income, differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills, and explain how income affects spending decisions.

Information Science

Credits: 1.25

Grade: 7

Length of Course: One Cycle

Summer Activities: No

This course is designed to develop students' information literacy, technology and media literacy skills that will contribute to their success in all other academic courses. Students will be able to follow a research process model, collaborate and use technology to produce, share and evaluate the results of their research. Digital citizenship concepts (cyber security, privacy, plagiarism, file sharing and copyright, etc) will be also covered to enable students to be educated users of technology and information

Music

Credits: 1.25

Grade: 7

Length of Course: One Cycle

Summer Activities: No

This course is designed to enhance students' understanding and application of basic elements of music. This is achieved through taking a kinesthetic approach by learning to play rhythmic and melodic pieces of music on various pitched and unpitched instruments. Eventually, students will compose and perform their own piece of music using the skills developed in the course. Students will also listen to, discuss, and analyze music from various genres, time periods, and cultures, including songs of their choice.

SEL (Social Emotional Learning)

Credits: 1.25

Grade: 7

Length of Course: One Cycle

Summer Activities: No

This course is designed to enhance students' understanding of Social Emotional and Cooperation with other students. This class will allow the teacher to customize the lessons to include topics ranging from getting along, dealing with conflict, identifying emotions, and how to navigate through adolescence. Topics may also include wellness and mindful strategies, time management, stress reduction and personal goal setting.

Art

Credits: 1.25

Grade: 8

Length of Course: One Cycle

Summer Activities: No

This course is designed to introduce students to the basic elements of art and design, along with various artists and art movements significant to the history of art. Each cycle will also create artwork for the year's NJ State Council on the Arts Grant Project (when applicable), or another project being worked on by the Advanced Art Beyond the Classroom students. In this way, the students will be introduced to the practical application of visual art and will be able to work with our professional visiting critics.

Creative Computing

Credits 1.25

Length of Course: One Cycle

Grade 8: None

Creative Computing is designed to be a sampling of different disciplines within the field of Computer Science. Introducing the basics of programming with Karel the Dog and the basics of web design through HTML. Students can learn to code using drag and drop blocks or switch to text if they are comfortable with the concepts. By creating a portfolio website, students will be able to showcase their projects they develop throughout the course. With a focus on creativity, problem solving, and project based learning, students will be exposed to important computing topics through their own creativity and ideas as they develop an interest in computer science.

Financial Literacy

Grade: 8

Credits: 1.251

Length of Course: One Marking Period

Summer Activities: No

This course is designed to explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, relate how the demand for certain skills determines an individual's earning power, and to relate earning power to quality of life across cultures.

Information Literacy

Credits: 1.25

Grade: 8

Length of Course: One Cycle

Summer Activities: No

This course is designed to enable students to become increasingly self-directed as they create digital products to showcase their learning. The course's emphasis is to develop critical thinking skills used to solve real world problems. Students will be able to evaluate the credibility of sources, identify bias, distinguish facts as opposed to opinions, locate accurate and reliable alternative sources, and to find arguments to support their thesis.

Music

Credits: 1.25

Grade: 8

Length of Course: One Cycle

Summer Activities: No

This course is designed to further enhance students' understanding and application of basic elements of music, including modern chord progressions and popular music form. This is achieved through taking a kinesthetic approach by learning to play rhythmic and melodic pieces of music on various pitched and unpitched instruments. Eventually, students will compose their own piece of music using the skills developed in the course. Students will also listen to, discuss, and analyze music from various genres, time periods, and cultures

Electives

Keyboarding

Grade: 7

Credits: 2.5

Length of Course: Half Year

Summer Activities: No

This course is designed to teach students basic computer skills as well as how to use the keyboard using the touch method. Students have an opportunity to develop those skills for traveling the information superhighway.

Seminar

Grade: 7

Credits: 5

Length of Course: Full Year

Summer Activities: No

Prerequisite: Teacher recommendation required

This course offers students the opportunity to develop skills of time management, reading, writing, and test-taking strategies. Students will learn various study skills to assist them in becoming active, independent learners. Students will be introduced to self-advocacy skills.

STEM

Grade: 7

Credits: 2.5

Length of Course: Half Year

Summer Activities: No

This course offers students the opportunity to explore applied science, mathematics, and technology through project based learning. Students will engage in engineering and design challenges. These experiences actively involve students in manufacturing, transportation, construction, and robotics technologies. Developing students' understanding of science, mathematics, and technology with its application and impact on society is the focus of this course.

Theater

Grade: 7

Credits: 2.5

Length of Course: Half Year

Summer Activities: No

This course is structured to provide a basis in theater skills and to offer a creative outlet for expression. Students will be exploring both verbal and non-verbal communication, pantomime, voice, and movement.

World Cultures

Grade: 7

Credits: 2.5

Length of Course: Half Year

Summer Activities: No

This World Cultures course is a combination of Geography and Cultural Anthropology. It is designed to introduce the student to the concepts of culture in human experience and the concepts of geography. What culture is, how it develops, how it changes, and how it is transferred in time and space, its power to influence our lives and events, are some of the main topics examined. The goal of the course is to provide every student with insight into the diverse cultures of the world, focusing on religious and cultural traditions and their impact on social structures, economic systems, political developments, and international affairs. The curriculum is arranged by geographic region. The major regions studied are the Middle East, South Asia, Southeast Asia, East Asia, Latin America, and Africa.

Civics

Grade: 8

Credits: 2.5

Length of Course: Half Year**Summer Activities: No**

This course includes an introduction of government and economics, what it means to be a citizen and the rights of citizens, the purpose of laws, how laws are created, and the differences between criminal and civil law. In addition, the Civics course covers the origins of political parties, the contemporary landscape of political parties, the election process, and the role citizens play as well as foreign policy, how it is made, and how it affects our interactions with other nations today.

Drawing**Grade: 8****Credits: 2.5****Length of Course: Half Year****Summer Activities: No**

This course is equivalent to a high school Drawing course. The purpose of this course is to provide students with a solid basis of drawing skill, without which no artistic medium can be fully mastered. The method used is based on the text: Drawing on the Right Side of the Brain by Betty Edwards. In this 150-day year course, students are taught to see with the eyes of an artist. Once this is accomplished, they can draw the objects, people, and surroundings in their daily lives convincingly. They will utilize various mediums in their exploration of balance, contour and proportion. Students in this class will be placed in the final Spanish cycle for grade 8 to complete the World Language requirement.

Public Speaking**Grade: 8****Credits: 2.5****Length of Course: Half Year****Summer Activities: No**

This course is designed for students to proficiently demonstrate public speaking skills necessary for a variety of audiences in preparation for high school and for post-secondary opportunities. They will learn to present a polished speech before their peers. They will go through exercises and practice sessions to develop delivery skills such as vocal variety, articulation, and voice projection. They will learn more advanced techniques and how to write and deliver different forms of speech.

Seminar**Grade: 8****Credits: 5****Length of Course: Full Year****Summer Activities: No****Prerequisite: Teacher recommendation only**

This course offers students the opportunity to develop skills of time management, reading, writing, and test-taking strategies. Students will learn various study skills to assist them in becoming active, independent learners. Students will be introduced to self-advocacy skills.

STEM**Grade: 8****Credits: 2.5****Length of Course: Half Year****Summer Activities: No**

This course offers students the opportunity to continue to explore applied science, mathematics, and technology through project based learning. Students will engage in engineering and design challenges. These experiences actively involve students in manufacturing, transportation, construction, and robotics technologies. Developing students' understanding of science, mathematics, and technology with its application and impact on society is the focus of this course.

English Language Learners

This state-mandated program provides support and instruction for Limited English Proficient (LEP) students. Placement in ESL courses and exit from the ESL program are both based on multiple criteria which include results on the Maculaitis Assessment of Competencies (MAC II), ACCESS for ELLs standardized tests, reading level, teacher recommendation and classroom performance. There are three levels of ESL instruction: Beginner, Intermediate, and Advanced. All instruction is conducted by a certified ESL teacher. The curriculum is designed for students who have not mastered the basics of English vocabulary and grammar. Students work to develop proficiency in English in order to succeed in other academic areas. Our goals include using English in social settings, using English to achieve academically in all content areas, and using English in socially and culturally accepted ways. ESL instruction includes language used in other content areas, including science, social studies, and math.

ELL Content**Grade 7, 8****Credits: 5****Length of Course: Full Year****Summer Activities: No**

Placement determined by multiple criteria stated above

ELL Language**Grade 7, 8****Credits: 5****Length of Course: Full Year****Summer Activities: No**

Placement determined by multiple criteria stated above

Health

Students in the seventh and eighth grades health program will be provided an opportunity to develop a greater understanding and appreciation of the complexity of life and the responsibility for maintaining good basic health practices. One (1) year of Health is required for each year of enrollment in order to graduate. Students will automatically be scheduled for Health class.

Health**Grade: 7****Credits: 1.25****Length of Course: One Marking Period****Summer Activities: No**

The course is an investigation into the harm that is caused by the use of tobacco products, alcohol, and drugs. The concepts of addiction and withdrawal are closely examined, as well as the impact of these substances on human body systems after sustained use. The topics of peer pressure, social impact, legal problems, and monetary implications are discussed in detail. Strategies for quitting are included in the curriculum

Health**Grade: 8****Credits: 1.25****Length of Course: One Marking Period****Summer Activities: No**

This course addresses the concept that students represent a diverse cultural, ethnic, and socio-economic society. In this course, students will thoroughly examine the development of a person's self-concept and how the physical, intellectual, emotional and social domains affect the development of one's self. The issues of individuality, values, peer pressure, anger management, constructive communication, stress management and substance abuse are covered.

Language Arts

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The Language curriculum of David Brearley Middle School seeks to develop students' facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, the writing process, personal and creative expression, cooperative learning and research and technology skills. The department emphasizes learning as a dynamic process so that the skills practiced in middle school continue to empower students as life-long learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of authentic reading, writing, speaking, listening and viewing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world. All students must complete the core program of two (2) years of required Language Arts courses for graduation.

Language Arts**Grade: 7****Credits: 5; Must Pass****Length of Course: Full Year****Summer Activities: Yes****Prerequisite: Successful Completion of Language Arts 6; Please review the course placement chart located on page 6**

This course is designed to teach students the fundamentals of Language Arts. This program is logically organized and sequenced so that students build reading, writing, vocabulary, speaking and literary skills. Our textbook is the primary tool used for building knowledge and understanding of these skills. State standards are also focused on guiding students toward success with the NJSLA Test. The program also focuses on developing a lifelong interest in reading and writing.

Language Arts Honors**Grade: 7****Credits: 5; Must Pass****Length of Course: Full Year****Summer Activities: Yes****Prerequisite: Successful Completion of Language Arts 6; Please review the course placement chart located on page 6**

This course is designed for advanced, highly motivated students who have shown both interest and ability in Language Arts. The workload and expectations of this course are geared toward preparing the advanced student for the stringent requirements of honors English in high school. This program is logically organized and sequenced so that students build reading, writing, vocabulary, speaking and listening skills. The program also focuses on developing a lifelong interest in reading and writing. State standards are also focused on guiding students toward success with the NJSLA Test. The goal of the program is to prepare students for the 8th grade Language Arts Honors course.

Reading

Grade: 7

Credits: 5

Length of Course: Full Year

Summer Activities: No

Prerequisite: Criteria will include teacher recommendation, previous ELA grades, MAP scores, and standardized test scores. Students may also be recommended through the MTSS process. There is no appeal process. Students cannot waive out of the course if established criteria have been met. Please review the course placement chart located on page 6.

This course encompasses reading literature and informational text. Reading instruction follows a balanced literacy approach through a number of close reading strategies and active reading techniques including shared reading, independent reading, small group instruction, and one-on-one conferencing. Students will learn how to cite textual evidence to support inferences drawn from the text. This course is integrated with the English Language Arts course that students are also required to take this year.

Language Arts

Points: 2; Must Pass

Grade: 8

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Language Arts 7

This course is designed to further student's understanding of Language Arts literacy. The collections are organized to cover the grade level skills in literary response and analysis, reading comprehension, vocabulary and writing. This course also provides step by step instruction to guide students through the reading and writing process in areas such as narration, persuasion and description. State standards are also focused on guiding students toward success with the NJSLA Test. Finally, the program will prepare the students for the challenges of high school English.

Language Arts Honors

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Language Arts 7

This course is designed for advanced, highly motivated students who have shown both interest and ability in Language Arts. The workload and expectations of this course are geared toward preparing the advanced student for the stringent requirements of honors English in high school. This program is logically organized and sequenced so that students build reading, writing, vocabulary, speaking and listening skills. The program also focuses on developing a lifelong interest in reading and writing. State standards are also focused on guiding students toward success with the NJSLA Test. The goal of the program is to prepare students for the 8th grade Language Arts Honors course.

Reading

Grade: 8

Credits: 5

Length of Course: Full year

Summer Activities: No

Prerequisite: Criteria will include teacher recommendation, previous ELA grades, MAP scores, and standardized test scores. Students may also be recommended through the MTSS process. There is no appeal process. Students cannot waive out of the course if established criteria have been met. Please review the course placement chart located on page 6.

This course offers students the opportunity to explore more complex literature with an emphasis on a deep understanding of the work as evidenced in oral discussion and written analysis. Reading instruction follows a balanced literacy approach through a number of close reading strategies and active reading techniques including shared reading, independent reading, small group instruction, and one-on-one conferencing. Students will continue to learn how to cite textual evidence to support inferences drawn from the text as well as across texts. This course is integrated with the English Language Arts course that students are also required to take this year.

Mathematics

The math curriculum affords students the opportunity to construct and understand fundamental mathematical concepts and processes, use technology as a tool and a resource, and develop the analytical and critical thinking skills that will aid them in future academic and personal endeavors. Our instructional framework is based on current research in mathematics education and pedagogy, with the goal of producing mathematically literate students who can demonstrate their ability to solve problems and apply their knowledge in both theoretical and real-world situations. All students must complete the core program of two (2) years of required Math courses for graduation.

Mathematics

Grade: 7

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Mathematics 6; Please review the course placement chart located on page 6

This course is designed to teach students how to read, understand, and engage in the critical thinking process across the spectrum of general mathematics topics. The Grade 7 course helps students to organize their approach to new concepts with note taking and study strategies, as well as working out examples.

State standards are also focused on guiding students toward success with the NJSLA Test. Additionally, the Grade 7 course prepares students for Pre-Algebra and to enhance a better understanding and application of the topics to everyday life.

Math Foundations

Grade: 7

Credits: 5

Length of Course: Full Year

Summer Activities: No

Prerequisite: Criteria will include teacher recommendation, previous math grades, MAP scores, and standardized test scores. Students may also be recommended through the MTSS process. There is no appeal process. Students cannot waive out of the course if established criteria have been met. Please review the course placement chart located on page 6.

Students who struggle to perform at a minimum level of proficiency to meet the NJ Student Learning Standards will be scheduled to take Math Foundations 7. Topics will address gaps in math readiness skills as identified by the teacher through pre-assessment, small group instruction, and one-on-one conferencing.

Pre-Algebra Honors

Grade: 7

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Mathematics 6; Please review the course placement chart located on page 6

This course is designed to prepare the honors students for Algebra. The course focuses on Pre-Algebra topics. Additionally, students develop their problem solving skills with challenging open ended questions. State standards are also focused on guiding students toward success with the NJSLA Test. Additionally, the program prepares students for the 8th grade Algebra Honors course.

Math Foundations

Grade: 8

Credits: 5

Length of Course: Full Year

Summer Activities: No

Prerequisite: Criteria will include teacher recommendation, previous math grades, MAP scores, and standardized test scores. Students may also be recommended through the MTSS process. There is no appeal process. Students cannot waive out of the course if established criteria have been met. Please review the course placement chart located on page 6.

Students who struggle to perform at a minimum level of proficiency to meet the NJ Student Learning Standards will be scheduled to take Math Foundations 8. Topics will address gaps in math readiness skills as identified by the teacher through pre-assessment, small group instruction, and one-on-one conferencing.

Pre-Algebra

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Mathematics 7

This course is designed to expand the topics and strategies gained in the Grade 7 course to prepare students for Algebra. The course focuses on Pre-Algebra topics and relates the knowledge of general mathematics topics to foster an understanding and application of such topics in everyday life. Students are encouraged to develop their problem solving skills in Math with challenging open ended questioning. State standards are also focused on guiding students toward success with the NJSLA Test. Additionally, the goal of the program is to prepare the students for the challenges of high school math.

Algebra I Honors

Grade: 8

Credits: 5; Must Pass with a grade of 70

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Successful Completion of Mathematics 7 (transfer students may be required to take a placement examination)

This course is equivalent to a high school Algebra I course. State standards are also focused on guiding students toward success with the NJSLA Test. Students are expected to master algebraic mechanics, understand the underlying theory and apply the concepts to real world situations.

Performing Arts

The primary purpose of the Fine Arts Department is to provide a continuous program of education that makes an important contribution toward developing cultural and aesthetic values of all students. Courses are designed to meet the diverse needs of all learners. From the student who simply enjoys playing, singing, creating, or acting, to the student who will go on to major in the arts, there is a suitable course available. Each student is given the opportunity to understand and appreciate the arts as an essential ingredient toward specific educational objectives, and to develop as well-rounded individuals. No specific course taken in the Fine Arts Department is required for graduation; however, any course taken in the department will count towards satisfying the Visual and Performing Arts requirement.

Band**Grade: 7****Credits: 5****Length of Course: Full Year****Summer Activities: No**

This course is equivalent to a high school Band course. This course provides an opportunity to study instrumental music. Sound practice and rehearsal techniques and procedures are an ongoing process that leads to the individual development of each student's performance and general musical knowledge. The repertoire is varied and standard literature is studied and performed. The emphasis will be good tone production, balance, technical facility and musicianship. The student in this class is a member of the Concert and Marching/Pep Bands and requirements include participation in holiday and spring concerts, and events.

Band**Grade: 8****Credits: 5****Length of Course: Full Year****Summer Activities: No**

This course is equivalent to a high school Band course. This course provides an opportunity to study instrumental music. Sound practice and rehearsal techniques and procedures are an ongoing process that leads to the individual development of each student's performance and general musical knowledge. The repertoire is varied and standard literature is studied and performed. The emphasis will be good tone production, balance, technical facility and musicianship. The student in this class is a member of the Concert and Marching/Pep Bands and requirements include participation in holiday and spring concerts, and events.

Physical Education

The goal of Physical Education is to develop an active, healthy student capable of using traditional motor skills that offer opportunities for individual and group success. Students engage in activities that are mentally stimulating, physically satisfying and socially sound. This interdisciplinary approach in Physical Education focuses on team building and inclusion of group and individual challenges that develop effective decision making for the enhancement of physical skills and self-esteem. The Physical Education course of study (7, 8) builds on the foundation of skills developed in the elementary physical education programs. Principles and elements of fitness, individual and team motor skills and cooperative team challenges are emphasized. Health and skill related concepts of fitness are taught, and career and vocational options related to Physical Education are explored. All students must complete the core program of two (2) years of required Physical Education courses for graduation.

Physical Education**Grade: 7****Credits: 3.75****Length of Course: Three Marking Periods****Summer Activities: No**

In seventh grade Physical Education students will be participating in team gaming, project adventure, and fitness activities. In team gaming students will be taught the basic rules and game play, while participating in modified games. Project adventure activities will help students use critical thinking skills, teamwork skills, independent thinking, and develop strategies to succeed in the activities. In fitness we will integrate technology using the Nintendo Wii, and teach students how to use the equipment in the weight room.

Physical Education**Grade: 7****Credits: 3.75****Length of Course: Three Marking Periods****Summer Activities: No**

In eighth grade Physical Education students will be participating in team gaming, project adventure, and fitness activities. In team gaming students will be taught the basic rules and game play, while participating in modified games. Project adventure activities will help students use critical thinking skills, teamwork skills, independent thinking, and develop strategies to succeed in the activities. In fitness we will integrate technology using the Nintendo Wii, and teach students how to use the equipment in the weight room.

Science

The science program seeks to develop an appreciation of nature's complexity, an understanding of scientific principles, enthusiasm for inquiry and experimentation, and recognition of the role of science in contemporary civilization. To accomplish these goals, students are encouraged to enroll in at least one science course each year. Many students will elect to take two sciences concurrently for one or more of their high school years. All students must complete the core program of two (2) years of required Science courses for graduation.

Science**Grade: 7****Credits: 5; Must Pass****Length of Course: Full Year****Summer Activities: No****Prerequisite: Successful Completion of Science 6**

This course is designed as an integrated approach with an emphasis on the scientific method. Students are introduced to a variety of lab experiences that help to develop skills in problem-solving and decision-making necessary to be applied to a future understanding in the Life, Earth and Physical Sciences. State standards are also focused on guiding students toward success with the Grade 8 Science Competency Test.

Science Academy

Grade: 7

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Acceptance into the Kenilworth Scholars Academy.

This course is designed as an integrated approach with an emphasis to rigorously challenge and develop students' abilities in the scientific processes, problem-solving and critical thinking areas. The course involves a comprehensive lab curriculum in the areas of Life, Earth and Physical Sciences. State standards are also focused on guiding students toward success with the Grade 8 Science Competency Test.

Science

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: No

Prerequisite: Successful Completion of Science 7

This course is designed to teach students how to develop a strong starting point for knowledge in the areas of Chemistry, Physics, Life Science, and Earth Science. This course provides students with the basis for future, in depth, scientific understanding in the areas of Chemistry, Physics, Life Science (Biology), and Earth Science. State standards are also focused on guiding students toward success with the Grade 8 Science Competency Test.

Science Academy

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Please review the course placement chart located on page 6

This course is designed to give students the opportunity to complete the required grade 8 Science Standards and to introduce these students to the academic rigor required to be advanced proficient in the grade 9 Science Standards' topics of concentration. Academy Science grade 8 topics will include: Earth Science/Earthquakes, Ecosystems, Biodiversity, Atmosphere, Climate Change, Renewable and Non-renewable Resources, Basic Genetics, Matter, Atoms, Electrons, Periodic Table of the Elements, Chemical Bonding, Chemical Reactions, Acids, Bases, and PH. Students will develop a working level knowledge of these topics through the use of technology and other methodologies including a strong hands-on experimental laboratory experience. State standards are also focused on guiding students toward success with the Grade 8 Science Competency Test.

Social Studies

The Social Studies Program provides students with opportunities to acquire knowledge about human societies and relationships. The Social Studies program aims to help students become active citizens who think critically and make informed choices about global, national, local and personal issues in an increasingly diverse and interdependent world. All students must complete the core program of two (2) years of required Social Studies courses for graduation.

World History

Grade: 7

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: No

Prerequisite: Successful Completion of Social Studies 6

This course is designed to provide students with a survey of World history from 500 AD – 1750 AD. Topics will include Muslim civilizations and innovations, African civilizations and their prosperous trading routes, Chinese and Japanese empires and influences, early American civilizations (North, Central, and South), European middle ages and renaissance, and European exploration and colonization.

World History Academy

Grade: 7

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Acceptance into the Kenilworth Scholars Academy.

This course is designed to provide students with a survey of World history from 500 AD – 1750 AD. Topics will include Muslim civilizations and innovations, African civilizations and their prosperous trading routes, Chinese and Japanese empires and influences, early American civilizations (North, Central, and South), European middle ages and renaissance, and European exploration and colonization.

United States History

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: No

Prerequisite: Successful Completion of World History

This course is designed to teach students American history from colonization in 1607 through the mid-19th century (Antebellum America). Topics

will include colonial life, the French and Indian War, the American Revolution, the Constitution, the War of 1812, the Louisiana Purchase, Jacksonian democracy, westward expansion and the spread/containment of slavery, sectionalism, and the American Civil War and Reconstruction.

United States History Academy

Grade: 8

Credits: 5; Must Pass

Length of Course: Full Year

Summer Activities: Yes

Prerequisite: Please review the course placement chart located on page 6

This course is designed to teach students American history from colonization in 1607 through the mid-19th century (Antebellum America). Topics will include colonial life, the French and Indian War, the American Revolution, the Constitution, the War of 1812, the Louisiana Purchase, Jacksonian democracy, westward expansion and the spread/containment of slavery, sectionalism, and the American Civil War and Reconstruction.

Special Education

The special education program at David Brearley High School is designed to provide students with a number of scheduling options to promote success in attaining requirements for a high school diploma. The student's individualized education plan (IEP), which is developed collaboratively by the teacher, parents, and child study team, remains the foundation for developing a schedule that best suits and accommodates the student's needs. Options for programming are listed and described below. Students are provided with the least restrictive environment by law. Exemptions from local and/or state requirements are considered on an individual basis.

- General Course Offerings
 - Students are encouraged to work directly with case managers, teachers, guidance counselors and parents to select courses in academic and elective areas within the Program of Studies.
- In-Class Resource (ICR)
 - ICR is a model of instruction in which the general and special education teachers are collaboratively involved in planning and implementing specific strategies, techniques, methods and materials to address learning difficulties of pupils with educational disabilities participating in the general education classroom. Through co-teaching at David Brearley, the responsibility for the curriculum and class lesson is a shared responsibility of the general education and special education teachers. ICR options vary from year to year according to the student population and their specific, IEP-driven needs.
- In-Class Support (ICS)
 - ICS is a model of instruction in which an instructional aide provides supplementary support to a student or students with educational disabilities participating in the general education classroom to address their specific learning difficulties. The responsibility for the curriculum and class lesson lies with the general education teacher. ICS options vary from year to year according to the student population and their specific, IEP-driven needs.
- Resource Center Program (RC)
 - RC is a model of instruction provided to classified students by a professional holding a Teacher of the Handicapped or Teacher of Students with Disabilities certificate. In addition, the teacher is knowledgeable in the content area being taught. This instruction may be provided in the pupil's regular class according to the ICR model described above, or in an approved separate resource center, in which the instruction replaces that which would be provided in the general education class.
 - The student is expected to meet the curriculum requirements for the grade or subject being taught. The expectation is that the resource center pupil has the same educational objectives as the other students in the class. With the assistance of the resource center teacher, the student is expected to accomplish those objectives. A student is assisted by the resource center teacher, through accommodations and modifications, as identified in his or her IEP, in the methods of instruction and materials to meet the pupil's curriculum goals.
- Self-Contained Classroom (SC)
 - SC programming is available for those students who require a specialized approach in their academic programming. The curriculum includes a continuum of skills based upon individual needs. It is aligned with the NJ Student Learning Standards, balanced with remedial programming, and practical application. Students are recommended to this program by the IEP Team.

*The student's IEP will designate which form of is necessary for the student; group limits as per New Jersey Administrative Code are maintained

World Language

The Department of World Languages offers sequential study in Italian and Spanish as they prepare students to explore and discover rich vibrant cultures. Proficiency in these languages enables students to appreciate another culture, either modern or ancient. Moreover, the study of a world language prepares students for careers in a variety of fields. Since our world is increasingly connected economically, politically and culturally, the ability to communicate in a world language and to understand people from other cultures is crucial. The study of a world language provides students with the essential skills and knowledge for verbal expression and for understanding the cultural and literary achievements of another culture. In the modern language classroom, oral communication is continually emphasized beginning in the first level. Reading is introduced at the first level and level appropriate readings are incorporated throughout. Students who are successful in either Italian I or Spanish I will be provided the opportunity to take Italian II or Spanish II during their freshman year of high school.

Italian**Grade: 7****Credits: 5****Length of Course: Full Year****Summer Activities: No**

This course is designed to focus on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course. Combined with the Italian class in Grade 8, the courses are the equivalent of high school Italian 1.

Spanish**Grade: 7****Credits: 5****Length of Course: Full Year****Summer Activities: No**

This course is designed to focus on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course. Combined with the Spanish class in Grade 8, the courses are the equivalent of high school Spanish 1.

Italian**Grade: 8****Credits: 5****Length of Course: Full Year****Summer Activities: No**

This course is equivalent to a high school Italian I course. The Italian curriculum focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

Spanish**Grade: 8****Credits: 5****Length of Course: Full Year****Summer Activities: No****Prerequisite: none**

This course is equivalent to a high school Spanish I course. The Spanish curriculum focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

Spanish I**Grade: 8****Credits: 5****Length of Course: Full Year****Summer Activities: No****Prerequisite: Final average of 95 or higher in Spanish cycle; Teacher recommendation; Completion of course selection process.**

This course is equivalent to a high school Italian I course. The Spanish curriculum focuses on the essentials of conversation and grammar. The concentration is on elementary current vocabulary and on the formation of simple sentences. The aim is to provide a foundation of pronunciation and develop the ability to understand, speak, read and write the language. Meaningful communication in the language will be stressed together with personal involvement and understanding. Culture will be taught as an integral part of the course.

World Languages Department Course Progression 2020-2021**Grade 7 Grade 8 Grade 9**

Regular	Spanish 7 or Italian 7 Spanish 8 or Italian 8	Spanish 2 or Italian 2 (Students must complete Spanish 8 or Italian 8 with a 80 or higher.)
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Honors	Spanish 2 Honors or Italian 2 Honors	(Students must complete Spanish 8 or Italian 8 with a 90 or higher.)
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Students who wish to switch languages in 9th grade may do so. Students requiring remediation or are new to the district may take Spanish 1 or Italian 1