**PROGRAM OF STUDIES 2012-2013**

The Program of Studies booklet is provided for all students and parents to help each student select the best possible course of study.

The booklet is divided into three sections. The first section contains the list of required and elective courses for each grade. The second section consists of a short description of each course plus a description of the tutoring program, study halls, library program, after school activities, and study skills program. The third section describes the process for acceleration and remediation. Students, with their parents and counselors, will have the oppor­tunity to select the program that best meets their ability and needs. After the courses are selected, a sheet listing the selections will be sent home. If there are any changes on the selection sheet you would like to dis­cuss, please contact one of the middle school counselors.

We hope parents and students will read this Program of Studies booklet carefully and discuss the possible selections prior to the selection process. We are looking forward to answering your questions at our annual informational meeting for parents.

**THE COURSE SELECTION PROCESS**

The ability, achievement and interests of the student all have a significant bearing on academic performance in a class such as English, mathematics, social studies, science, and world languages. In academic areas, students will be assigned to the class in which the professional staff feels they can best succeed and maximize their potential.

**Required Courses**

A required course is one that must be taken by all students at a specific grade level. English is an example of a required course that must be taken by all students in every grade. Required courses provide all students with the skills and knowledge to progress from one grade to the next.

**Quintile Courses**

“Quints” are five special area classes - Art, Music, Technology Education, Family and Consumer Sciences and Computer Technology. These classes meet for a thirty-six day cycle over the course of the year.

**Elective Courses**

During the eighth grade year, a student will have the opportunity to select elective courses. An elective is a course that is not required. An elective is usually selected on the basis of a student's interest, ability, and future plans. Each student should give considerable thought in choosing an elective. Such selection requires the student to discuss his/her concerns with counselors, teachers, and parents. **Be careful in your selection of electives because these are semester-long courses that cannot be dropped.**

**Six Day Cycle**

Both middle schools use a 6 day cycle to determine classes for students each day. The cycle runs from day 1 through day 6 regardless of weekends, emergency closings or vacation days. The "Scheduled Day" is posted throughout the building and announced each morning. Every student is expected to know which day in the cycle is being utilized each day. Major courses meet every day of the cycle; minor courses will meet less frequently depending upon grade level and department.

**SIXTH GRADE COURSES**

Required Courses

English 6

Global Studies I

Math

Reading Workshop 6

Science 6

Physical Education/Wellness (3 days)

Quints

Introduction to Computers

Technology & Engineering Education

Family and Consumer Science

Music

Art

Electives

Band

Chorus

Orchestra

**SEVENTH GRADE COURSES**

Required Courses

English 7

Global Studies II

CP Algebra I-A

CP Algebra I

Reading Workshop 7

Science 7

Physical Education/Wellness (3 days)

Quints

Art

Web 2.0 Career Concepts

Technology & Engineering Education

Family and Consumer Science

Music

Electives

Band

Chorus

Orchestra

**EIGHTH GRADE COURSES**

Core Courses

English 8

Math:

CP Algebra I-B

CP Geometry

Science 8

U.S. History I

Physical Education/Wellness (3 days)

Electives (choose one from Group A and two from Group B)

Group A:

French I

Spanish I

Reading/Writing Workshop 8 (students may be assigned based on PSSA/benchmark testing)

Group B:

Family and Consumer Sciences 8

Exploring Technology and Engineering

Business Multi-Media

Art Exploration

Art 3-D Experience

Music

Optional Electives

Band

Chorus

Orchestra

**Attainment of Academic Standards**

According to Wilson School District graduation policy (#217), besides the completion of the grades nine through twelve instructional program and a culminating project, **graduating students must demonstrate the attainment of academic standards in reading, writing, and mathematics at the “Proficient” level on local or State assessments.**

|  |  |
| --- | --- |
| PSSA Reading & Math and  PSSA-Modified Reading & Math | 6th, 7th and 8th grade |
| PSSA Writing | 8th grade |
| PSSA Science and  PSSA-Modified Science | 8th grade |
| PSSA and PSSA-Modified  Make-Ups for All Subjects | As Applicable |
| Keystone Exams | At completion of Algebra I |

**PROMOTION**

In sixth, seventh and eighth grades, all major and minor subjects are considered for promotion. A major subject is one which meets six times per cycle. A minor subject meets fewer times depending upon grade and department. If you receive a below-passing grade in one major subject, you will be promoted conditionally. If you fail two major subjects, you will not be promoted. However, if you make up one of the deficiencies through an approved summer school, you may be promoted. Students must be recommended for summer school by their teacher. If two major subjects are failed, you will not be promoted. However, if the two major subjects are made up in summer school, you may be moved ahead at the discretion of the principal. When three major subjects, including elective majors, are failed you may not make up the work; and you will not be promoted at the discretion of the principal.

Students who do not pass their math, language arts or reading courses during the school year must either attend summer school for that course or take the online course offered by the school if available.

**COURSE DESCRIPTIONS**

**COMPUTER TECHNOLOGY**

**Introduction to Computers**

The 6th grade Computer Applications quintile prepares students to face the challenges of computers in today’s educational setting.  Students will learn skills needed in Microsoft Word, Excel, and PowerPoint, as well as Internet searching skills, internet safety tips, email and desktop publishing.

**Web 2.0 Career Concepts**

This course is designed to give seventh grade students exposure to basic business practices necessary for success in today’s workplace. After a self-analysis, career clusters will be explored. Job skills will be studied and discussed so students have an introduction of what is necessary to compete in the local and global economies. Students will explore challenges that arise in a diverse workforce and use teamwork to achieve a resolution. Different business environments will be compared to help students choose a desired career path. Utilizing various Web 2.0 tools, technology will be an additional focus due to its impact in the business world.

**Business Multimedia**

Multimedia will focus on preparing students to go beyond the basic classroom application of multi-media production to create their own applied shows and displays.  Students will create digital movies, explore photography and photo editing, and design custom animations.

**ENGLISH AND READING**

**Grade 6 – Reading Workshop** is a required course designed to enhance reading and writing skills. This workshop encompasses essential elements that impact adolescent achievement including self selection of reading material, written responses to the text read, focused strategy instruction, and PSSA test preparation. This workshop is designed to address the needs of all students, and will complement the English 6 required course described below.

**Grade 6 – English 6** is a thematic, comprehensive program designed to meet the needs of all 6th graders. This course encompasses the Pennsylvania state standards of listening, speaking, reading, and writing. Spelling, grammar, writing, and reading of various texts are all components of this course. Students will analyze literature from a variety of genres focusing on writer’s craft and how writers create meaning for the reader. By doing this, students will enhance their own writing skills, as well as develop the skills necessary to be successful on the PSSA exam.

**Grade 7 – Reading Workshop 7** is designed for all 7th grade students to increase their reading proficiency through participation in reading workshop activities. Three essential components that impact adolescent reading achievement include time to read, self selection of reading material, and written responses to the text read. Extensive reading is encouraged, along with dialogue journals in response to the material read. PSSA test preparation is also an important component in this course that addresses specific literacy needs of all students. Students will analyze literature from a variety of genres, while strengthening their comprehension skills.

**Grade 7** –**English** **7** is a literature-based course, designed as a comprehensive skills program for all seventh graders. Students develop vocabulary skills; speaking, listening, and writing skills; an understanding of the parts of speech, sentence structure, grammar, and standard usage; and, an understanding and appreciation of various types of literature. In addition, students learn correct punctuation and how to communicate through various forms of written expression.

**Grade 8 – Reading/Writing Workshop 8** is a course designed to enhance reading and writing skills. This workshop encompasses essential elements that impact adolescent achievement including self-selection of reading material, written response to the texts read, focused strategy instruction, and PSSA test preparation. This course will be required for students who are not advanced on their prior PSSA tests. It is designed to address specific literacy needs of these students.

**Grade 8** –**English 8** is a language arts course, designed to first review the skills that were introduced in seventh grade and then to enrich them through further study. In view of the fact that this is the final year that students take the PSSA exam prior to 11th grade, significant time is allotted for preparation for the challenge of this high stakes test. Therefore, students continue to strengthen and develop spelling and vocabulary skills; speaking, listening, and writing skills; an understanding of the parts of speech, grammar, usage, and punctuation; and an understanding and appreciation of various types of literature, including the novel. In addition, students learn advanced grammar and usage skills and complex sentence structures that help to develop coherent composition and writing style. In addition to reading novels, independently and as a class, composition is an integral part of this curriculum.

**FAMILY AND CONSUMER SCIENCES**

**Grade 6** - Students begin their FCS experience with a Pennsylvania State Standards based course which includes Food Science and Nutrition, Child Development and Balancing Family, Work and Community Responsibilities. Food Science and Nutrition will include food safety and sanitation techniques, preparation of basic recipes and nutrition education. Balancing Family, Work and Community Responsibilities encompasses family functions and techniques to improve relationships with family members. The Child Development unit will incorporate the growth and development of children and include lessons on how to keep young children healthy and safe.

**Grade 7** - Students will continue their Family and Consumer Sciences experience with a Pennsylvania State Standards based course which includes Food Science and Nutrition and Financial and Resource Management. Food Science and Nutrition will expand on skills and knowledge attained in grade 6 Family and Consumer Sciences course. In the Financial and Resource management unit students will also learn about their rights and responsibilities as a consumer and how to utilize various strategies to obtain quality consumer goods and services.

**Grade 8** - Elective Family and Consumer Science class helps students to learn the skills and tools necessary for meeting the challenges and responsibilities of life. A major focus of this course will be in the area foods and nutrition. Students will learn basic cooking methods that will give students the background to prepare a wide variety of culinary delights. Each food group is studied; recipes are chosen and prepared from each food group. Of course, home-made ice cream is one of the favorite foods labs. Students use research skills to learn about different cultures and cuisines, then prepare and taste foods from around the world. American regional cuisines are also explored, culminating with an all American buffet.

**FINE ARTS**

**Grade 6 – Art** – The art experience will focus on reviewing many of the “Fundamentals” acquired in Elementary school. Elements and Principles of design, one point perspective, drawing techniques, the color wheel, painting techniques, ceramics, art styles and art history.

**Grade 7** - **Art** - The student continues an art experience designed to help him/her become aware of art in our world. Drawing, lettering, painting, print making, two- point perspective, clay work, and art appreciation are featured.

**Grade 8** – **Elective** **Art**

**Art Explorations**

Art is the visual expression of worldly influences and human intelligence. In this general art course, students will identify the common themes of art-making throughout time and across cultures. They will connect art to real world experiences and respond visually. This course will focus on two-dimensional media and forms of expression, including drawing and painting. Shading techniques, elements and principles of design, art history, craftsmanship, display and presentation, and art critiques will be investigated. This is the perfect art class for students who are interested in art and want to learn more about the history and processes of art-making while improving basic art skills.

**Art: The 3-D Experience**

The fundamental and unique principles of three-dimensional art are analyzed in a variety of constructive experiences. Concepts of space, movement, mass, volume, and the qualities of materials are explored within an enduring ideas framework, connecting the art-making to issues and experiences found in our world throughout time and across cultures. Constructive materials may include clay, cardboard, paper, papier-mâché, wire and found objects. This class is ideal for students who like to build new forms and investigate ways to create three-dimensional art.

# Grade 6 - Music - the sixth grade general music classes will introduce students to the science of sound by increasing their awareness of the music around them. By examining the basic elements of music such as rhythm, melody, harmony, dynamics, and tone color, students will have the opportunity to experience many different styles of music. Sixth grade music focuses on classical music listening, basic conducting techniques, beginning piano instruction, program music and Broadway musicals.

## Grade 7 - Music - the seventh grade general music classes will continue to develop the skills practiced during the sixth grade year. Through listening activities, students will further develop skills related to rhythm, melody, harmony, dynamics, and tone color. Focus units of seventh grade music include opera music, classical composers, music history, level II piano instruction, and basic guitar instruction.

## Grade 8 – Music - Eighth grade students who choose to take elective music will have the opportunity to study the styles of music which developed in the United States during the 1900’s. Beginning with the basic rhythmic concepts of African Music students will explore the unique sounds of jazz and its musicians; continuing through modern popular musical styles. Students will explore not only the auditory elements of the music but the historical factors of each style and musician and will experience the music through group compositions and activities. Class discussions will focus on how music has affected society and vice-versa. The students will also begin to explore their own feelings towards many different types of music. Additional units of study include level II guitar, level III piano instruction, classical music listening, basic music theory and musical theatre. Emphasis is placed on class participation both individually and in group projects and self-management of the learning process is stressed.

**Chorus -**Membership to the middle school chorus is open to all students in grades six, seven, and eight. Chorus at the middle level provides the singer with many musical experiences. Primarily, the student is challenged to use both the musical score and their vocal abilities to the fullest. Additionally, each student has the opportunity to experience a variety of musical styles. Through their participation in chorus, students will learn the importance of cooperation, patience, trust, courage, honesty, respect, tolerance and the self-management of their own learning. Most importantly, however, is the hope that singers will gain a life-long appreciation for music. The course is developed around two major performance events each school year; a holiday concert and a spring concert.

**Orchestra** - The orchestra consists of students playing the violin, viola, cello, or bass ranging from beginning to advanced abilities.  The orchestra performs a holiday concert and a spring concert.  Various string ensembles also perform during the school year.  Some school instruments are available for student use. One-two years of previous string instrument study are strongly recommended.  Students interested in beginning the study of a string instrument for the first time should contact the teacher to arrange individual study before adding orchestra as a class.

### Concert Band – Concert Band at the middle school level will meet between three and five times throughout the course of a 6-day cycle, depending on individual scheduling formats. Performances will take place in December for a Winter Concert and in March or April for the Spring Concert. These concerts are mandatory for all students who enroll in the Concert Band program at Wilson West Middle School. Additionally, all students will be involved in a rigorous, developmentally based course of study during small group lessons. These lessons will take place during class time and will meet once per 6-day cycle. Lessons are scheduled on a rotation and students will not be removed from each class more than once per quarter. The ability to play an instrument is recommended, but beginners are welcome. School-owned instruments are available for student use depending on their availability. Students who sign up for band are expected to remain in band for the entire year.

**Jazz Ensemble** - This organization is open to students who play the following instruments: trumpet, trom­bone, saxophone, piano, drums, guitar, and bass. Many dif­ferent styles of stage band and jazz literature will be re­hearsed and performed. The band will be utilized as learning and performing group. The Jazz Ensemble travels off campus several times between February and April to attend jazz festivals held by several other school districts in Berks County in addition to our own Wilson Jazz Festival. Students who sign up for jazz ensemble are expected to stay in jazz ensemble for the entire year.

**MATHEMATICS**

**Math 6** – is the last course in the Everyday Math series which builds the foundation for the study of Pre-Algebra. The goals of the course are number and numeration, operations and computations, data and chance, measurement, geometry, and patterns that lead into algebra. It is a balanced instructional program in that it provides for direct instruction as well as exploratory activities and employs multiple methods for basic skill practice. Throughout the course, emphasis is placed on problem-solving, communication, reasoning, and mathematical connections.

**CP Algebra I-A** is a course which provides a conceptual foundation for the study of algebra. It is designed to cover one half of the topics covered in our 1-year CP Algebra I course.

**CP Algebra I-B** is a course which continues to provide the conceptual foundation for the study of algebra. It is designed to cover the remaining topics of our 1-year CP Algebra I course that were not already taught in CP Algebra I-A.

**CP Algebra I** uses modern mathematical concepts to develop traditional principles of Algebra in a systematic way. Fundamental principles of the real number system are studied with deductive reasoning interwoven into presentations leading students to think in terms of Algebraic proof. If time permits quadratic equations and inequalities will be studied.

**CP Geometry** is a course developed with an approach that emphasizes the mathematical structure of Geometry. Symbolic logic, induction, angle relation­ships, perpendicular and parallel lines, congruent and similar polygons, circles, constructions, and chapters on coordinate Geometry are studied.

Students who do not pass their math course during the school year must either attend summer school for that course or re-take the same course during the subsequent school year.   Students will not advance to the next course in the sequence without passing the current course.

**Sequence of Math Courses 2012-2013**

|  |  |  |  |
| --- | --- | --- | --- |
| **6th Grade** | **7th Grade** | **8th Grade** | **9th Grade** |
| Math 6 | CP Algebra I-A | CP Algebra I-B | CP Geometry |
| Math 6 | CP Algebra I | CP Geometry | CP Algebra II |

**PHYSICAL EDUCATION**

Physical Education/Wellness:  is a state standard based course with a sequential progression that moves the middle school student through Pennsylvania’s elementary and secondary health and physical education state standards.  The focus of the course has shifted from the development of individual isolated skills to the development and application of cross curricular concepts.  At the conclusion of the three year progression students will have the tools needed to make informed decisions concerning their health and well-being.

In each grade level students meet three times a cycle.  Each quarter is broken up into three, seven class units.  Students are expected to dress for each class.  Appropriate attire for classes held in the gymnasium and classroom includes red/white shorts, red/white shirts, and properly secured athletic shoes.  An unprepared student is required to participate in class, but loses points from their quarter grade.

To be excused from wellness class, the student must present the instructor with a written note signed by a physician or parent explaining the reason and duration of the excuse.  A student may only miss one class per unit with a parent’s note.  A student must present a doctor’s note if they need to miss multiple classes in the same quarter.

**SCIENCE**

Secondary Science Course Progression

|  |  |
| --- | --- |
| Grade 6 | Science 6 |
| Grade 7 | Science 7 |
| Grade 8 | Science 8 |
| Grade 9 | Physical Science |
| Grade 10 | Chemistry |
| Grade 11 | Biology |
| Grade 12 | Electives\* |

\* Electives: A.P. Chemistry, A.P. Physics, Honors Physics, A.P. Biology, Honors Ecology, Environmental Science, Human Biology, Forensic Science, The Physics of Astronomy

**Grade 6** - **Science 6** is a course that focuses on three disciplines– life, physical, and earth sciences.  Ecology examines the relationships of abiotic and biotic components of our environment.   The sixth grade environmental camping experience connects classroom learning to the outdoor setting. The Magnets and Motors unit develops students’ understanding magnetism and how motors work.  During Catastrophic Events, students learn about meteorology and geology and the dangers that storms, earthquakes and volcanoes can pose.

**Grade 7** - **Science 7** is a course that develops student’s abilities to make predictions, explain causal relationships, discover patterns, and generate explanations.  The teaching strategies built into the program allow students to work independently and cooperatively on challenging carefully structured tasks.  This course focuses on two disciplines– physical and earth science.  The first unit of study is Energy, Machines, and Motion.  Students investigate energy and the different forms it can take, how forces do work to change energy from one form to another, how machines reduce the effort force needed to do work, and how forces change the motion of objects.  The second unit of study is Earth in Space.  Students explore the relationships in the Sun-Earth-Moon System, characteristics of planets, planetary processes, and Earth’s history.

**Grade 8 – Science 8** is a course covering Microbiology to Macrobiology during the first semester.  This unit includes the study of livings things from all five kingdoms including plants, animals, fungi, monerans and protists.   The overarching themes are how the structure of a living thing is related to its function and habitat and the cyclical nature of living things. The second semester is Properties of Matter. Students will perform lab activities to learn about the characteristics of matter, compare and contrast mixtures and solutions and differentiate between compounds, elements and chemical reactions.

**SOCIAL STUDIES**

Students in 6th, 7th, and 8th grade will be heterogeneously grouped. There will be no accelerated section. Qualified students will be placed in a history enrich­ment program during the activity period or study hall. This program will provide the advanced students an opportunity to do research on special topics and learn to use the computer under the direction of a teacher.

Secondary Social Studies

Course Sequence

|  |  |
| --- | --- |
| Grade | Course |
| 6th | Global Studies I |
| 7th | Global Studies II |
| 8th | US History I |
| 9th | US History II |
| 10th | America and the World |
| 11th | Civics |
| 12th | Required Elective |

**Grade 6 -** **Global Studies I** consists of selected topics involving the earth's natural environ­ment and mankind's relationship to it as well as the geography of nations in the western hemisphere. It is a geography program that in­troduces the students to the physical and human world around them and then helps them develop the means to examine that world - the whole in relation to its parts and its parts in relation to one another.

The first semester deals primarily with the develop­ment and reinforcement of skills and global issues involving the earth's surface, water resources, climate and vegetation, food and farming and the world's population.

The second semester includes a comprehensive study of North and South America. In each case, priority is given to each cultural region's physical setting, as well as its economic development. Throughout the second semester, there is constant reinforcement in skills used during the first semester as well as cause-effect relationships.

**Grade 7 - Global Studies II** consists of selected topics involving the earth's natural environ­ment and mankind's relationship to it as well as the geography of nations in the eastern hemisphere. Itcontinues the geography program that reinforces the basic concepts in­troduced to 6th grade students. The course includes a comprehensive study of Europe, Northern Eurasia, Asia, North Africa, and the Middle East. In each case, priority is given to each cultural region's physical setting, as well as its economic development.

**Grade 8** **- United States History I** is a comprehensive study of the origins and development of the American culture from the earliest settlements during Colonization to the Gilded Age. The course focuses on the people, ideas, and events that have shaped the nation. In addition to learning the skills used by the historian, the student is taught to view our nation's history as a continuous process of change and growth.

**TECHNOLOGY & ENGINEERING EDUCATION**

**Gateway to Technology**

Gateway to Technology (GTT) is a new curriculum that is aligned with the Pennsylvania Science & Technology Standards.  GTT is part of the Project Lead the Way (PLTW) pre engineering program that is offered at the high school.  As students become interested in technology & engineering  in 6th,  7th and 8th grade, they will then have the opportunity to continue to take PLTW engineering or regular technology Education courses in 9th through 12th grade.  GTT is comprised of 6 independent exploratory units that are designed to challenge and engage the students.  The 6 units of exploration are:

* **Science of Technology**
* **Automation & Robotics**
* **Magic of Electrons**
* **Design and Modeling**
* **Flight and Space**
* **Energy and the Environment**

**Grade 6 – 6th grade Gateway to Technology**

**Science of Technology** - Students will study how science has affected technology throughout history.  They will explore concepts such as mechanics of motion, conversion of energy, and transportation.  Students will build hands on projects such as a CO2 dragster and a mag-lev racer.

**Automation & Robotics** - Students will explore robotics by studying the history and development of automation, energy transfer, structures, machine automation, and computer          control systems.  Students will work with FischerTechniks to build a computer controlled assembly line.

**Grade 7** – **7th grade Gateway to Technology**

**Design & Modeling** - This unit introduces students to design and problem solving.  Students will learn how to use Autodesk Inventor which is parametric 3-dimensional modeling software to solve problems.  Students will also learn sketching techniques and use descriptive geometry as a component of design, measurement, and computer modeling.

**Magic of Electrons** - Students will explore the science of electricity, the movement of atoms, circuit design, and sensing devices.   Students will explore many concepts of   electronics through lab activities such as building an electric motor.  Students will also have an opportunity to solder together an electronics project that incorporates transistors, resistors, capacitors, and LED’s.

**8th Grade Elective - Exploring Technology and Engineering**

This course is a pre-engineering hands-on project based course that centers around the student's ideas, designs, and completed models of each unit of study covered. This semester course concentrates on three content areas; Design & Modeling, Energy & Environment and Flight & Space.

First, the **Flight & Space** unit will allow students to learn about the history of aerospace while designing, creating and testing their own flying machines. This unit will cover the basics of aviation and space travel.

The **Energy & Environment** unit will allow students to investigate alternative energy sources while creating vehicles that use those alternative methods. This unit will also allow students to dissect how energy affects the public's daily lives and how energy sources impact the environment.

Finally, the **Design & Modeling** unit demonstrates the essence of Project Lead the Way. This unit will allow students to use the Autodesk Inventor program to create multiple projects. This unit will allow student to work in design teams to demonstrate how Engineering affects everyone's daily lives. The unit will conclude with the students putting all engineering concepts together in the design of the CO2 Dragster. Students will research the most effective dragster designs, brainstorm ideas, sketch chosen designs, create the design to scale on the 3D modeling software, develop a working model, test each student's model as thorough as possible, and finally evaluate the results to determine if there would be a more efficient solution.

**WORLD LANGUAGES**

It is widely acknowledged that a successful experience with a world language will broaden a person's intellectual, social, cultural, and career horizons. The language and cultural components of the program will help students better under­stand their own language(s) as well as those of other people. World language study enhances insights into the thought patterns and social institutions of others. It expands one's vocabu­lary. In addition, a person who knows more than one language has a distinct asset to a career or interest in business, the social services, the arts, the sciences, entertainment, travel or communication.

Research supports beginning an articulated sequence as early as possible since language, like athletics and music, involves the development of skills as well as mastery of theoretical content. That means that the longer the time exposure to practice, and the harder you work at it, the greater the rewards and lasting benefits. European schools have long recognized this fact and have world language sequences well beyond the two or three years of the "typical" American school exposure. Wilson students have the opportunity to study French or Spanish for up to five years. Each one is interesting and worthwhile in its own right; each language, as does English, has its own particular "personality" and flavor. Knowing a second language will "double your world," and enhance your communication skills in English.

Students wishing to attain maximum benefits from our program should begin in grade 8 and continue with the same language in grade 9 and throughout high school. A student may also begin his/her language experience in grade 9 where additional offerings will include Mandarin Chinese and German. The study of a second world language may also begin in grade 9.

Wilson students also have the opportunity to visit France, Germany\* or Spain. A student must be enrolled in either level IV or V of that language in order to be eligible for the trip.

\* Students in German III are sometimes eligible for the trip. This is dependent upon upper level enrollments.

**FRENCH**: Traditionally one of the world's most civilized languages, French is an official language of the U.S. neighbor to the north, Canada; of the United Nations; and of the European community; as well as the native tongue of some seventy million French, Belgians, and Swiss. Because it is also a second language of many people in North Africa, West Africa, the Near East, and parts of Asia and the Caribbean, French is a useful international language for travel and business. Here in America, French terms are often used in diplomacy, food menus, sports, fashion mer­chandising, and in art, music, and literary expressions. French is a preferred language (along with German and Russian) for meeting Ph.D requirements when a scientific language reading competency is specified. French opens the door to a rich cultural offering in literature, art, history, theoretical science and philosophy.

**French I** – This is a course in basic French with emphasis on communication. How to greet people in French and keep a conversation going, how to pronounce every day terms or names in French, and how to ask and to understand basic directions when traveling are among the main topics for speaking skills. Also included are the fundamentals of how French words are put together into meaningful sentences. Cassette tapes, web sites, videos and student-selected projects introduce students to the French cultural heritage of art, history, cuisine, customs, and way of life.

**SPANISH**: An official language of the United Nations and the most widely known foreign language in the United States, Spanish today is the official language of some twenty countries. They include Spain, our south-of-the-border neighbor, Mexico, and most of the nations of Central and South America, other than Brazil. Spanish is, as well, the native tongue of Puerto Ricans. Knowledge of Spanish is likely to prove useful in communi­cating with people socially or in business. New York City and Miami have two of the largest concentrations of Spanish speaking people in any area of equivalent size in the world. In Florida and in much of the west, place names, architecture, and local traditions retain their Spanish colonial flavor. The influence of Hispanic culture is also felt in vocabulary, literature, foods, music, dancing, and art.

**Spanish I** – This is a course in basic Spanish with emphasis on communication through speaking, listening, reading and writing. Basic speech patterns, vocabulary, pronunciation, culture and structure are learned through a communicative skills approach. A basic text and an activity book are supplemented with web sites, CD’s, authentic videos and an interactive computer software program.

**TUTORING**

Tutoring will be available to students in all grades during available periods and after school. If a student would like additional help in a particular subject, he/she should make arrangements with his/her counselor to be placed in a tutoring program or to meet with teachers for extra help. Help from a teacher or student will be provided. Students may be placed in the tutoring program at the request of the student, the request of the parents, or by a teacher's recommendation.

**TEAMWORK/STUDY HALL**

Teamwork is for the purpose of quiet studying, remediation and enrichment. Students should come prepared to read or study. The library may be used at this time for reference work, checking out a library book, or magazine usage.

**LIBRARY**

The library is the core of the school program and its resources consist of a variety of printed and non-printed material. The library has three major goals: (1) to promote the importance of intellectual and cultural freedom necessary in a democratic society, (2) to provide students with necessary skills that will enable them to retrieve information, and (3) to support the curriculum and provide students with additional resources.

**AFTER SCHOOL ACTIVITY PROGRAM**

Wilson Middle Schools have an extensive after-school activity program\*. Students have the opportunity to participate in band, drama, football, soccer, field hockey, basketball, lacrosse, wrestling, baseball, track and field, water polo, volleyball, ice hockey and cheerleading. We encourage our students to become involved in these programs.

\*only 7th and 8th grade may participate in PIAA sponsored activities.

**ENRICHMENT SEMINAR**

Students whose academic needs are not being met through the courses offered at each middle school are offered the opportunity to participate in an enrichment/acceleration program. These seminars are designed to meet the individual needs and abilities of each student. Students are encouraged to choose either competitive or non-competitive projects to work in order to explore areas of interest. Because of the caliber of students in these sections, the projects and subject matter dealt with will be done so in greater depth and to a greater extent. There are also a number of enrichment activities offered during the activity period which all 6th, 7th and 8th grade students can elect.

**REPORT CARDS, INTERIM REPORTS, PROGRESS REPORTS**

Report cards will be issued every nine weeks with the dates noted on the school calendar. Final report cards will be mailed. Interim reports are mailed midway between marking periods. These notices are to inform parents of their son/daughter's progress. Parent-teacher conferences can be arranged by contacting the guidance counselor. Progress reports, in certain situations, can be requested by parents through the counselors. The final grade will be the average of the four quarter grades.

**HONOR ROLL CRITERIA**

High honors is calculated on a major subject average grade of 93% or better with no major subject grade lower than 85%, and no minor subject grade lower than a 70%. Regular honors is calculated on a major subject grade average of 85% or better with no major subject grade lower than a 75%, and no minor subject/grade lower than a 70%.

**INDEPENDENT STUDY GUIDELINES**

A. Purpose - To provide a student with an educationally sound option to pursue a curricular interest not otherwise available within the confines of the student's daily schedule.

B. Guidelines -

1. Request for independent study must be initiated by parent and student in writing to the building principal.

2. All such requests are to be made at the beginning of the semester.

3. This option is contingent upon the availability of a teacher who voluntarily accepts this additional responsibility. There will be no commitment made to teaching schedules or prep time.

4. The teacher volunteer is responsible for monitoring the process, student progress and student performance.

5. Independent study is to be conducted for the duration of at least one semester.

6. The grade achieved is not included in GPA.

**PLACEMENT FOR PRE-ALGEBRA AND CP ALGEBRA I**

A. Purpose – To standardize the placement procedure for 7th grade students and to ensure that students have been properly scheduled based upon their proficiency levels into either Pre- Algebra or CP-Algebra I.

B. Guidelines –

1. Parents of all 6th grade students will be notified that their child will take the Pre- Algebra/CP Algebra I placement examination.

2. The placement test will be administered in the spring to all sixth grade students.

3. Students must pass the exam with an 85% or better in order to be scheduled for CP- Algebra I in 7th grade. If students do not pass with an 85% or better, they will NOT have the option of re-taking the test and will be scheduled for Pre-Algebra in 7th grade.

4. Pre-Algebra and CP-Algebra I are the fundamental courses that lay the foundation for all future courses in higher level mathematics. We, the Wilson School District, believe that a full year of each course is necessary for students to experience future success in higher level math. Therefore, we place these courses beyond the prescribed exemption procedures listed below and require a score of 85% on a one- time placement test to determine the student’s placement.

***The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.***

* The exams are one component of Pennsylvania’s high school graduation requirements beginning for the graduating class of 2014-2015. However the class of 2013-2014 will be required to take the Algebra I, Biology, and Literature exams if they are currently enrolled in these classes.
* The Exams are taken as an end-of-course exam near the end of course completion that counts for at least one-third of the final course grade beginning with the class of 2014-2015. The Exams are Comprised of two (2) modules one Multiple-Choice (MC) and one Constructed-Response (CR) items.
* Students in the graduating classes of 2015 and 2016 must demonstrate proficiency in: English Composition; English Literature; Algebra I; and Biology. A student who does not score “proficient” on a Keystone Exam after two attempts will be eligible to complete a project-based assessment.
* Students in the graduating classes of 2016 and 2017 and beyond must demonstrate proficiency on six of the ten Keystone exams in the following areas:

\*Proficient on the (2) Literature and English Composition Keystone Exams

\*Proficient on (2) of the following (3) Math areas: Algebra I, Algebra II, and

Geometry

\*Proficient on (1) of the following (2) Science areas: Biology, or Chemistry

\*Proficient on (1) of the following (3) Social Studies areas: U.S. History, World

History, and Civics and Government

PDE recommends administering the English Composition Keystone Exam at the end of English 9 and Literature at the end of English 10

* Available to students either online or paper-pencil
* Comprised of two (2) modules

Multiple-Choice (MC) and Constructed-Response (CR) items

**Students in the graduating classes of 2015 and 2016 must demonstrate proficiency in:**

* 1. English Composition
  2. Literature
  3. Algebra I
  4. Biology

A student who does not score “proficient” on a Keystone Exam after two attempts will be eligible to complete a project-based assessment.

Wilson Academic Academies

The Wilson School District is excited to announce the continuation of the five academies for the 2012-2013 school year. These academies will provide students with the opportunity to focus their studies on specific areas of interest while also providing collegiate, business and industry connections that should prove to motivate and inspire them to pursue post-secondary education.

The following academies will be offered during the 2012-2013 school year.

STEM Academy

This academy will allow students to focus their studies on integrated Science, Technology, Engineering and Math concepts.

AP Academy

This academy is designed for the self-motivated student who is looking to participate in a rigorous academic-focused curriculum. Students will be expected to successfully complete **six** AP courses in addition to other academy requirements including the AP exam.

Global Studies Academy

This academy will allow students to focus on the study of the political, economic, social, and cultural relationships of the world.

BCTC Academy

This academy will allow students to build and sustain strong partnerships with our industry and business communities in order to improve their economic vitality and quality of life.

Wilson Virtual Academy

The mission of the Wilson School District's Virtual Academy, the WVA, is to ensure students have access to quality online learning opportunities that prepare them for a lifetime of success.



**Wilson Virtual Academy**

**Where learning, creativity and achievement are limitless.**

**~MISSION STATEMENT~**

The mission of the Wilson School District's Virtual Academy, the WVA, is to ensure students have access to quality online learning opportunities that prepare them for a lifetime of success.

## **Virtual Course Offerings**

## For the 2012-2013 School Year

|  |  |  |  |
| --- | --- | --- | --- |
| MATH  Virtual Pre-Algebra / Pre-Geometry  Virtual Concepts Geometry  Virtual CP Algebra I  Virtual Concepts Algebra I  Virtual CP Algebra 2  Virtual Trig  Virtual Calculus 1 | SCIENCE  Virtual CP Biology  Virtual CP Physics  Virtual Human Biology  Virtual CP Chemistry | SOCIAL STUDIES  Virtual US History  Virtual America and the World  Virtual American History II  Virtual Civics | ENGLISH  Virtual CP English 12  Virtual CP English 11  Virtual CP English 10 |
| PE, HEALTH, DRIVER’s ED  Virtual Health 10th  Virtual Driver’s Ed | BUSINESS  Virtual Personal Finance  Virtual Accounting I  Virtual Honors Accounting III  Virtual Microsoft Office Specialist  Virtual Intro To Computers | FCS  Virtual Student Instructional Aide | WORLD LANGUAGES  Virtual Chinese 4 |

<http://www.wilsonsd.org/770210101111588977/site/default.asp?770210101111588977Nav=|&NodeID=4057>

