



## South Brunswick School District: Web site Curriculum Overview

# Seventh-Eighth Grade Curriculum

Seventh and Eighth Grades students are grouped in units of approximately 125-150 students.

The South Brunswick School District Curriculum being taught at Seventh and Eighth Grade integrates the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards (CCSS) with developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area, and we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1-8.2 Technology)

Below is an overview of each content area for the South Brunswick Seventh and/or Eighth Grade.

### **LANGUAGE ARTS**

The South Brunswick Language Arts Curriculum is an integration of reading, writing, speaking and listening, and language skills. All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Common Core State Standards for English Language Arts.

The seventh and eighth grade Language Arts program is divided into two sections, Language Arts Literature and Language Arts Composition, allowing teachers to deliver a comprehensive literacy program. Novels, short stories, poetry, nonfiction text, and a variety of writing genres are used for reading and writing instruction to provide an appropriately challenging and diverse language arts experience for our students.

### **LITERATURE/READING**

It is the intent of our program to develop proficient readers who see themselves as capable readers, who choose to read, and who will continue to be life-long readers. Reading in the seventh and eighth grades encompasses the following: core novels, literature circles, independent reading (P.A.T.T.E.R.N.S. and Crossroads Summer Reading), short stories, memoirs, poetry, and nonfiction text.

Note:

Based on multiple criteria including performance on district and state assessments, application of grade level (and above grade level) standards to increasingly complex text, indication of markers of success as measured by a district checklist (e.g. motivation, independence as a learner), and grade history, students are placed into two levels of English Language Arts in seventh and eighth grade: Academic Language Arts (Literature and Language) and Enrichment Language Arts (Literature and Language).

### **Literature Circles Unit Summary:**

All 7<sup>th</sup> and 8<sup>th</sup> grade Literature students will select a novel to read within a small group and complete related tasks, both independently and cooperatively. Students will explore various themes (according to novel choice).

- ✓ How does reading a book in a group setting differ from reading a book independently?
- ✓ How do individual personalities and learning styles impact the work of a group?
- ✓ How can the reading experience be enriched through a group novel study?
- ✓ How does allowing for choice impact the reading experience?

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### **Drama, Non Fiction and Poetry Studies:**

All 7<sup>th</sup> and 8<sup>th</sup> grade students will read drama, non-fiction and poetry selections from Prentice Hall Literature Bronze and Silver.

### **Short Stories Unit of Study:**

All 7<sup>th</sup> and 8<sup>th</sup> grade students will read short stories by various authors. Students will explore various themes.

- ✓ Are all authors trying to achieve the same goal? What might that goal or those goals be?
- ✓ How might an author have to alter the elements of a story to include them in a short story?
- ✓ How do authors use the resources of language (lit. terms, etc.) to impact an audience?

Options will include:

- Short Stories from *Adventures for Readers*, Book One (Academic)
- Short Stories from *Adventures For Readers*, Book Two (Academic)
- Short Stories from *Prentice Hall Literature*, Bronze (Enrichment)
- Short Stories from *Prentice Hall Literature*, Silver (Enrichment)
- Stories by Edgar Allan Poe
- Stories by Mark Twain
- Stories by O. Henry

### **A Midsummer Night's Dream Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Enrichment students will read the play, A Midsummer Night's Dream, by William Shakespeare. Students will explore the themes of love, reality, fantasy, class structure, and cultural/societal influences on behavior to understand and analyze the play, A Midsummer Night's Dream, by William Shakespeare.

- What is comedy?
- How can love be difficult? What forces impede love?
- How do fantasy and imagination influence how we see the world and behave toward each other?
- How is MND a comment on the times in which it was written?

### **Killer Angels Unit Summary:**

All 7<sup>th</sup> and 8<sup>th</sup> grade students will read excerpts of the novel, Killer Angels by Michael Shaara. This will coincide with the teaching of the Battle of Gettysburg as it tells the stories of this 4-day battle from the perspectives of various protagonists.

- How do the personalities and perspectives of the major figures involved in the Battle of Gettysburg impact their decisions?

### **Lord of the Flies Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Enrichment students will read the novel, The Lord of the Flies, by William Golding. Students will explore the themes of leadership, survival, group mentality, character development, friendship, loneliness, change, and grief while reading this fictional story.

- Why does society need rules?
- How is a person's behavior influenced by his/her surroundings?
- Which qualities make a person a leader?
- Is there good and evil in everyone?



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### **The Book Thief Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Enrichment students will read the novel, The Book Thief, by Markus Zusak. Students will explore the themes of family, happiness, opportunity, struggle, regret, life, death, forgiveness, misery, fear, humanity, and peace while reading this fictional story.

- What can words do?
- How does a tragedy affect a person or group of people?
- Why should a reader analyze an author's writing style?

### **The Outsiders Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade students will read the novel, The Outsiders, by S.E. Hinton. Students will explore the themes of family, pop culture, societal labels, stereotypes, character development, friendship, social stigmas, loneliness, socio-economic status, change, guilt, and grief while reading this fictional story.

- What is a family?
- What determines your path in life?
- What is an outsider?

### **The Pearl Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Academic students will read the novel, The Pearl, by John Steinbeck (or The Wave by Todd Strasser – Teacher Choice Between the Two). Students will explore topics including greed, wealth, perspective, social status, honesty, and family, identify symbols and interpret their meaning, identify elements of a parable, and understand cause and effect.

- How does the drive for wealth influence who you are and how you behave?
- What impacts our views of others?
- What lessons can we learn from parables?

### **Tangerine Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Academic students will read the novel, Tangerine, by Edward Bloor. Students will explore the themes of perception, conflict, influence of deliberate settings, courage and heroism, troubled family relationships, friendship fluctuation, dealing with death/tragedy, fear, communication, dealing with disability and discrimination, moving to a new place, team unity and sportsmanship, and gender issues.

- How can a person perceive something as real when others don't see it as such?
- How does what's going on in the world around you influence who you are and how you behave?
- How can setting give a reader deeper insight into a story?

### **The Wave Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Academic students will read the novel, The Wave, by Todd Strasser (or The Pearl by John Steinbeck – Teacher Choice Between the Two). Students will explore topics including the concept that history can repeat itself, the balance between great power and great responsibility, the influence of propaganda, the power of group dynamics/peer pressure, the qualities of a leader, the effects of past mistakes on present society, and the rise of the Nazi party in Europe during World War II.

- Does society learn from past mistakes?
- What makes a person a leader that others will follow?
- What does it mean to be courageous?

### **The Thief of Always Unit Summary:**



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All 7<sup>th</sup> or 8<sup>th</sup> students will read the novel, The Thief of Always, by Clive Barker. Students will explore the themes of personal satisfaction & happiness, inner strength, character development, friendship, loneliness, change, guilt, while reading this fictional story.

- Is it human nature to want someone who struggles, to succeed?
- Does rich description that creates visual images promote reader interest?
- Do we appreciate what we have?

### **To Kill a Mockingbird Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Enrichment students will read the novel, To Kill a Mockingbird, by Harper Lee.

Students will explore the themes of prejudice, courage, empathy, and justice while reading this novel.

- What does courage look like?
- Do we see the world differently if we “walk in someone else’s shoes”?
- 

### **The Watsons Go To Birmingham Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Academic students will read the novel, The Watsons Go To Birmingham, by Christopher Paul Curtis. Students will explore the themes of family, character development, friendship, Civil Rights, courage, and humor while reading this fictional story.

- How do the decisions a person makes have both short-term and long-term results?
- How do events in your life shape who you are?
- What needs are universal to all people?
- In what ways can your freedom and security be challenged?

### **Twelfth Night Unit Summary:**

7<sup>th</sup> or 8<sup>th</sup> grade Enrichment students will read the play Twelfth Night by William Shakespeare. Students will explore the history of Shakespearean theater, the Elizabethan time period, structures of comedic techniques, and the structure of a play. They will also discuss the role of gender identity in society and its influences on life.

- What is comedy?
- How does an author create comedy?
- Why does a person’s gender dictate how he/she lives?
- Why do certain characters use a disguise in *Twelfth Night*, and why is this thematically important?
- How do these decisions affect the outcome of each day’s battle?

### **The Giver Unit Summary:**

All 7<sup>th</sup> and 8<sup>th</sup> grade Academic students will read The Giver by Lois Lowry. The main themes from this novel are the importance of memory to human life and that without pain there cannot be pleasure and vice versa.

- Can there be pleasure without pain?
- Can emotional depth be removed from our lives?
- Would loss of memory lead to forgetting all pain?

### **And Then There Were None Unit Summary:**

7<sup>th</sup> and 8<sup>th</sup> grade students may read excerpts of And Then There Were None by Agatha Christie, a mystery with plot twists and a surprise ending. Themes from this novel include the administration of justice, the effects of guilt on conscience, class distinctions, and dreams and hallucinations.

- How do the elements of mystery contribute to the creation of suspense?

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- How does the author's use of animal imagery enhance the elements of characterization in a novel?

### **WRITING**

Teachers use the Writing Workshop approach to teach students the joy and purposes of writing. During Writer's Workshop teachers use mini-lessons to deliver instruction, provide opportunities for students to write independently, and conduct individual student conferences to increase students' skills in the genres of writing.

#### **Expressive Writing Unit Summary:**

All 7th and 8th grade students will take part in the expressive writing process. Students will be able to use precise, descriptive language to capture and express their thoughts, ideas, and experiences. Students will use various conventions and figurative language to reveal their unique author's voice and style. This will be taken through the formal writing process.

- How is figurative language used to enhance expressive writing?
- How do writers use language conventions and the author's craft to produce engaging, vivid text?

#### **Information Writing Unit Summary:**

All 7th and 8th grade students will write in a variety of forms and for a variety of purposes to present and analyze information. Students will be able to present and analyze information for a variety of purposes and in a variety of written forms, understanding that clear and effective communication is a lifelong skill.

- How does gathering information and details help the author determine the organizational format of informational writing?
- How do the author's purpose and audience determine word choice, structure, and style?
- How does the author's use of structures, formats, and language conventions support a clear, coherent informational piece of writing?
- How do skilled writers discern which information is reliable and relevant to a specified purpose or thesis?

#### **Persuasive/Argumentative Writing Unit Summary:**

All 7th and 8th grade students will write and speak using persuasive strategies. Students will be able to recognize, understand, and effectively utilize different forms of persuasion in a variety of situations in order to develop their written and oral communication skills and to develop their 21st Century media literacy skills.

- How do people effectively persuade others through their writing?
- How do appropriate word choices and persuasive techniques contribute to a strong argument?
- Why is it important for a writer to know his/her audience?
- How does the use of supporting evidence build an argument?
- How does a writer's experience affect his or her writing?

#### **Research Task Unit Summary:**

All 7th and 8th grade students will take part in several, short multi-disciplinary research tasks to build research skills in a cumulative manner. Students will be able to apply and transfer library research and note taking skills to compose a multi-paragraph essay based upon an identified set of essential questions or enduring understandings (as determined by a student's Unit teachers). This will be taken through the formal writing process and incorporate 21st Century media literacy skills. Sample "essential questions" might include:



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- How have historical events or achievements impacted American or global life socially, economically, and politically?
- What can we learn and apply from historical events to help us understand current issues in the United States and globally?

### **MATHEMATICS**

The South Brunswick Mathematics Program is based on a well-articulated curriculum that is aligned with standards NJCCCS and the CCSS, has interwoven technology, is connected in meaningful ways to other curriculum and real life, that provides for differentiated needs of students, that is taught by teachers who are well-grounded in and comfortable with both content and methodology, and that leads to equity and excellence in math achievement for all children.

In Seventh and Eighth Grades, we build upon the knowledge and skills learned in previous grades in order to provide a strong foundation for later learning. Upon demonstrating mastery of the content of Middle School Mathematics, students progress into higher level classes, following the sequence of Pre-Algebra, Algebra, and Geometry.

The Essential Questions for the Mathematics Program are:

- How are patterns used to communicate mathematical concepts?
- How does discrete math support practical problem solving?
- How does number sense provide the foundation of mathematical reasoning?
- How does proportional reasoning direct mathematical thinking?
- How do the fundamental concepts of probability support the decision making process?
- How do the fundamental properties of geometry affect geometric relationships?
- How are geometric objects measured?
- Why is data analyzed?
- How does the coordinate graph integrate algebra and geometry?

There are differentiated math courses for seventh and eighth graders in the middle school. They are as follows:

- Pre-Algebra: This program is an 8th grade, on-level course, and 7th grade accelerated course, offered through both a conceptual and skill-based approach. The foundation of the program is the Common Core Standards for Mathematical Content and Standards for Mathematical Practice. Technology is embedded where meaningful and cross-curricular connections are purposely and explicitly noted.

Standards: CCSS 7.EE.1-4; 8.EE.1-7, 7.NS.1-3; 8.NS1-2; 7RP1-3, 7G.1-6, 8G.1-9, 7.SP.1-8, 8.SP.1, 4, 8.F.1-3; Technology NJCCCS 8.1.4.A, 8.1.8.A and 8; 21<sup>st</sup> Century NJCCS 9.1.4.A, 9.1.8.B0F, and 9.3.4.A

#### Units of Study

- Variables, Expressions and Integers
- Solving Equations
- Multi-step Equations
- Ratios and Proportions
- Percent
- Probability
- Transformations

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- Test Prep
- Fractions
- Algebra Prep
  
- Concepts of Algebra: This program is an 8<sup>th</sup> grade on level course, and a 7<sup>th</sup> grade accelerated course, offered through both a conceptual and skill-based approach. The foundation of the program is the Common Core Standards for Mathematical Content and Standards for Mathematical Practice. The approach encourages abstract thought, reasoning, and inquiry as students persevere to answer Essential Questions.

Standards: Number System: 8.NS.1 and 8.NS.2; Expressions and Equations: 8.EE.1, 8.EE.2, 8.EE.3, 8.EE.4, 8.EE.5, 8.EE.6, 8.EE.7, and 8.EE.8; Functions: 8.F.1, 8.F.2, 8.F.3, 8.F.4, 8.F.5; Geometry: 8.G.1, 8.G.2, 8.G.3, 8.G.4, 8.G.5, 8.G.6, 8.G.7, 8.G.8, 8.G.9; Statistics and Probability: 8.SP.1, 8.SP.2, 8.SP.3, 8.SP.4; Technology- 8.1.4.A.5, 21<sup>st</sup> Century Themes: 9.1.4.A, 9.1.8.B, 9.1.8.C, 9.1.8.D, 9.1.8.E, 9.1.8.F and 9.3.4.A

### Units of Study

- Equations
- Transformations
- Angles and Triangles
- Graphing and Writing Linear Equations
- Systems of Linear Equations
- Real Numbers and the Pythagorean Theorem
- Exponents and Scientific Notation
- Volume and Similar Solids
- Data Analysis and Displays
- Functions
  
- Algebra I: This is a high school level program that meets the requirements of the SBHS Ninth Grade Algebra I course. Algebra I provides students with a solid foundation in algebraic concepts. A student's scores on the Algebra Predictive Test, previous NJASK tests, his/her previous math grades, and a math matrix are used to place a student in this high school level math course. Topics include:
  - Simplifying expressions, solving equations, graphing and writing equations of lines
  - Operations on polynomials, exponents and radicals, and factoring polynomials
  - Solving-related word problems.
  
- Geometry: This is a high school level program that meets the requirements of the SBHS Tenth Grade Advanced Geometry course. As noted in the South Brunswick High School Brochure, this course is designed for those students who have been accelerated in their study of Algebra I or who have been exceptional students in Algebra I. In-depth study of Geometry topics and extension into transformations is undertaken in this course.

In all levels of the Mathematics program, additional resources such as manipulatives, interactive white boards, Chromebooks, and calculators are used to enhance and supplement instruction.

## **SCIENCE**

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be life-long learners, critical thinkers, effective communicators and



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wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Seventh and eighth grade students study the life, earth and physical sciences based on the following NJCCCS:

- Scientific Practices: 5.1.8.A- 5.1.8.E
- Physical Science: 5.2.6.A.1-3, 5.2.8.A.1-7, 5.2.6.B.1, 5.2.8.B.1-2
- Life Science: 5.3.6.A.1-2, 5.3.8.A.1-2, 5.3.8.B.1
- Earth Science: 5.4.6.E.1, 5.4.8.E.1, 5.4.6.F.1, 5.4.8.F.1-3, 5.4.6.G.1, 5.4.8.G.1 5.1

The seventh and eighth grade units of study and the related essential questions are as follows:

- **Chemistry:**  
What is matter? Why is it important to classify matter? How has the study of matter affected the quality of life on Earth? What is the difference between physical and chemical properties? How are properties of matter, such as density, mass, and volume measured? What role does heat energy play in the arrangement of matter and what causes change from one state to another? How can you use the properties of matter to distinguish one substance from another? How does the Law of Conservation of Matter apply to physical and chemical changes of matter? How does the current atomic model explain the interactions of elements and the formation of compounds? How does the atomic composition of matter influence their physical properties, chemical reactivity, and use? How are elements arranged on the Periodic Table?
- **Life Systems:**  
What is the relationship between cells, tissues, organs, and organ systems? How are humans more complex than other organisms, with regard to specific body systems? How does the interdependence of body systems contribute to an organism's survival? What happens when part of an organism's internal regulation becomes faulty? How do organelles work together to meet a cell's needs? How are multicellular organisms more or less suitable for survival?
- **Meteorology:**  
How does the transfer of thermal radiation influence weather conditions and/or patterns? What roles do the hydrologic cycle and ocean current patterns play in creating weather conditions? How do interactions of various weather variables contribute to the formation of weather conditions in a given time and area? What are the causes of Earth's catastrophic weather? How can the climate of a region change over a period of time?
- **Ecology:**  
How do the goals of science compare and contrast with the goals of technology? How and why do catastrophic events vary? How can human activity improve the lives of generations to come? What are the challenges in obtaining and utilizing renewable resources as opposed to non-renewable? How is the world handling the demand for alternate energy? How is energy transferred among organisms in a living system? How do adaptations enable organisms to survive in their ecosystem? What are the differences between biotic and abiotic resources in an ecosystem? In what ways do biotic organisms identify their own niches? How do communities, habitats, ecosystems, niches and populations relate to one another? How do the major biomes represent the climate in relation of their geography? How do the major symbiotic relationships affect the organisms involved? How are organisms grouped in relation to the manner by which they obtain their energy? How do organisms adapt in order to survive? What are limiting factors in an ecosystem? How is evolution affected when two organisms share the same niche? How

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can human activity affect us in a food chain? How can humans affect the balance of an ecosystem? Do humans have the right to alter the course of nature? Are humans a selfish species?

- **Genetics:**

How are characteristics of an organism determined? How can mutations be both helpful and harmful? What are the fundamental building blocks of all living things? How can we predict the probability of a trait being inherited by an organism? How do scientists use genetics to affect the quality of human life? How and why are we different? How can differences in the human species affect human survival on earth? What is natural selection? How do environmental changes influence natural selection? Is extinction of a species a bad thing? How do we know that present day life forms are descended from past life?

- **Physics:**

What effect does the Sun's energy have on the Earth? Why is everything in the universe in motion? Why are Newton's Laws of Motion important in describing all motion in the universe and on Earth? How do mathematical equations support scientific concepts?

### **SOCIAL STUDIES**

The goal of our Social Studies curriculum is to promote the development of the social studies skills and knowledge our students will need to be active, informed, responsible citizens and contributing members of their communities. The students will also gain an understanding of history as it relates to both the present and the future.

Students study two topics in their seventh and eighth grade years: Social Sciences, which encompasses Geography, Political Science, Economics, and Behavioral Science; and United States History I, which covers the following eras: Exploration (Three Worlds Meet), 1350 – 1620; American Beginnings, Settlement, and Colonization, 1585-1763; The American Revolution, 1754 – 1787; A New Nation, 1787-1800; Westward Expansion, 1800 – 1860; and The Civil War, 1848 – 1865.

The social studies curriculum is based on the NJCCCS 2014 standards. The units of study and the related essential questions for seventh and eighth grades are as follows:

#### **Social Science**

- Geography: How does geography affect human development?
- Political Science: What is government and how does it work? Is any one political system the best? How does a nation's government affect its relations with its citizens and the rest of the world?
- Economics: How is wealth distributed among individuals and nations? How does the use and distribution of available resources affect people's lives?
- Behavioral Science: What is normal? How does "normal" change from culture to culture?

#### **American History**

- Why do explorers explore? Are explorers' discoverers or invaders?
- Can different cultures blend and appreciate each other?
- Can different cultures blend and appreciate each other? Why leave home? How does where you live affect how you live?
- What problems did colonists experience with the status quo? How did the chronology of events and individuals impact the result of the revolution?

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- How do complaints get corrected? How do governments balance the common good and individual rights?
- Were we becoming the nation we set out to be? Is compromise the best solution to solving conflict? What qualities make an effective leader?
- How far will people go to protect their beliefs? How does one's own personal characteristics affect the impact of their leadership?



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### **WORLD LANGUAGE**

We believe that language acquisition opens the door to global awareness. In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through high school. The language acquisition environment will be one that promotes communication and individual student success.

An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The World Languages curricula are based on the NJCCCS 7 and the Standards for Classical Language Goals 1 - 5. In Seventh and Eighth Grade, world language classes are held every other day as part of the Encore Program. The curriculum is taught through thematic units using text, music, games, songs, choral response, technology and activities.

#### **Seventh Grade Topics**

The units of study within each content area are as follows:

##### **Spanish**

- Unit I- Vamos a la escuela: How is my school experience different from that of students in select Spanish speaking countries.
- Unit II- Vamos al cine: La Farándula: The Hispanic culture influences American entertainment
- Unit III- Vamos al zoológico: The environment affects how animals live.
- Unit IV- Vamos al museo: Art reflects historical experiences and invokes feelings across cultures.

##### **French**

- Unit I- Des vêtements: Seasons and climate dictate, in part, what types of clothing are worn in a given country, but style is determined by culture and social traditions.
- Unit II- Visites un pays francophone: Travel broadens horizons and gives a deeper understanding of the traveler's own culture.
- Unit III- Ma ville imaginaire: The design of a city, or any communal space, is based on a series of compromises.
- Unit IV- Impressionism: The use of color, light and form as well as the subject matter chosen by an artist can define the style of a single painting or an entire artistic movement.
- Unit V- Les professions: A young person's interests, likes, and dislikes can influence their choice of a career later in life.
- Unit VI- Le Marché: When visiting another country, shopping in an open air market is a more broadening and interactive social experience than shopping in a large supermarket.

##### **Latin**

- Unit IX- Present Tense Verbs: The student will be able to identify verb conjugations, conjugate verbs in the present tense and identify the vocative case in dialogue.
- Unit X- Domus Romana: The student will be able to describe the location and function of the rooms in a Roman city house and compare and contrast to their own home.

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- Unit XI-Prepositional Phrases: The student will be able to express prepositional phrases through the use of the Ablative and Accusative cases.
- Unit XII-Roman Names: The student will be able to identify the three parts of the Roman tria nomina.
- Unit XIII-Imperative Mood: The student will be able to identify and translate verbs in the imperative mood and give and respond to commands in Latin.
- Unit XIV-Genitive and Dative Cases: The student will be able to identify and translate nouns from the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> declensions in the Genitive and Dative Cases.
- Unit XV-Ablative Case: The student will be able to identify and translate the 6 major uses of the Ablative Case.
- Unit XVI-Roman Gods and Goddesses: The student will be able to identify and discuss the principal Roman deities.
- Unit XVII-Imperfect Tense: The student will be able to distinguish between the present and imperfect tenses in both Latin and English.

### **Eighth Grade Topics**

Eighth graders are completing the equivalent of Language Level I in Spanish, French, or Latin. They will be able to take Language Level II at the high school. The units of study within each content area are as follows:

#### **Spanish I**

- Unit I: ¿Quién soy yo? The learner will be able to exchange personal information and express likes including their hobbies and past times.
- Unit II: Mi casa y familia: la escuela: The learner will be able to describe family members and distinguish relationships.
- Unit III: Vamos de compras: The learner will be able to go shopping, learn how to bargain and compare shopping habits of selected Spanish speaking countries.
- Unit IV: La tecnología: the learner will be able to discuss the role of technology in their daily lives both in the U.S. and globally.

#### **French I**

- Unit I: Se Présenter: The words and actions used to present oneself to others make an impression that either encourages or discourages further communication.
- Unit II: Présenter les autres: People can introduce others in a manner that facilitates acceptance and furthers communication.
- Unit III: Bon appetit!: The universal human need for nourishment has created social traditions that vary among different times and cultures.
- Unit IV: Mes activités: Life is the result of the choices and decisions we make every day.
- Unit V: La vie quotidienne: People segment the world they experience on a daily basis into categories so that it can be more easily understood.
- Unit VI: En ville: Cities may differ because of geographical location and historical background, but they also share many common features.
- Unit VII: Le shopping: Fashion trends and styles mark a need to conform as well as a desire to be creative.

#### **Latin I**

- Unit XVIII-Neuter Nouns: The student will be able to identify and construct ending charts for 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> declension, masculine, feminine, and neuter.
- Unit XIX-Roman Numbers and Numerals: The student will be able to decipher and construct Roman numerals and use numbers in Latin sentences.

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- Unit XX-Noun/Adjective Agreement: The student will be able to describe nouns using the correct forms of Latin adjectives in 1<sup>st</sup>/2<sup>nd</sup> and 3<sup>rd</sup> declensions.
- Unit XXI- Cibus Romanus: The student will be able to use Latin food vocabulary to compare and contrast Roman dining to modern dining.
- Unit XXII-Principal Parts & Perfect Tense: The student will be able to conjugate and translate the perfect tense.
- Unit XXIII-Dative Case: The student will be able to use the Dative case to express and translate the indirect object in Latin sentences.
- Unit XXIV-Reading Latin: The student will be able to translate passages from Latin authors or adapted texts focusing on meaning while recognizing various grammatical structures.

### **PHYSICAL EDUCATION (PE)**

The mission of the Physical Education curriculum is to promote students' individual fitness and to develop in students an appreciation for wellness, and the knowledge and skills to maintain a healthy active lifestyle.

The curriculum integrates the New Jersey Core Curriculum Content standards 2.1 (Wellness), 2.2 (Integrated Skills), 2.5 (Motor Development), and 2.6 (Fitness) with the National Association of Sports and Physical Education Standards:

- NASPE Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- NASPE Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- NASPE Standard 3: Participate regularly in physical activity.
- NASPE Standard 4: Achieve and maintain a health-enhancing level of physical fitness.
- NASPE Standard 5: Exhibit responsible personal and social behavior that respects self and others in physical activity settings.
- NASPE Standard 6: Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The curriculum incorporates units on fitness, individual and team games, recreational and lifetime sports, and team-building and challenge activities.

### **HEALTH EDUCATION**

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District's Health curriculum is firmly based on this teaching of "wellness" which can be defined as a "way of life." Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now-- and in the future.

#### **Seventh Grade Topics**

The Seventh Grade Health curriculum is based on the core curriculum content standards and is taught by the Health Education teacher. Health Education occurs one trimester of the school year (approximately 30 classes); students take Health Education during their PE/Health block.

- **Alcohol and Other Drugs:** NJCCCS 2.3 A1, 2, 3, 4; 2.3 B1, 2, 3, 4, 5; 2.3 C3; 2.2 A1, 2, 3, 4; 2.2 B1, 2, 3, 4, 5; 2.2. C1. What are the risks involved with current drugs, their use and abuse? How can I recognize the difference between drug use and abuse? Why do some teens choose to begin using tobacco, alcohol and other drugs? How can I utilize my knowledge and skills to make

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healthy decisions for myself? How can I evaluate the validity and reliability of health information?

- **Sexuality:** NJCCCS: 2.1 E4, 5; 2.1 F2, 3, 4; 2.2 A1, 2, 3, 5; 2.4 A1, 2, 3; 2.4 B1, 2, 3. How do I demonstrate respect for others and myself? How do I develop and maintain healthy relationships? Why is abstinence the most beneficial choice for adolescents?

The course outline for Seventh Grade is as follows.

1. Introduction
2. Decision Making/Goal Setting
3. Refusal Skills/Assertive Behavior
4. Medications/Use and Abuse
5. Gateway Drugs
6. Tobacco
7. Truth About Tobacco Ads
8. Alcohol
9. Marijuana
10. Inhalants
11. Drug Trends
12. Adolescence
13. Puberty
14. Male Anatomy and Physiology
15. Female Anatomy and Physiology
16. Gender Stereotyping
17. Harassment
18. Bullying
19. Abstinence
20. Types of Relationships
21. Friendship
22. Making Decisions About Relationships
23. Taking Responsibility
24. Communication and Relationships

### **Health Education: Eighth Grade Topics**

The Eighth Grade Health curriculum is based on the core curriculum content standards and is taught by the Health Education teacher. Health Education occurs one trimester of the school year (approximately 30 classes); students take Health Education during their PE/Health block.

- **Drugs:** NJCCCS 2.3 B6, 7, 8; 2.3 B4, 9; 2.3 C1, 2, 3, 4, 5, 6; 2.2 A1, 2, 3, 5; 2.2 B1, 2, 3, 4, 5; 2.2 C1. What are the symptoms and stages of dependency? What are the dangers associated with the use of illegal and designer drugs? How can I utilize my knowledge and skills to make healthy decisions for myself? How can I access health information, and evaluate its validity?
- **Nutrition:** NJCCCS 2.1 C1, 2, 3, 4; 2.2 B1, 5. Why do I choose the foods I eat? How can I eat healthy? What is a healthy weight for me and how can I maintain my healthy weight?
- **Sexuality** (including Shaken Baby Syndrome): NJCCCS 2.1 F2, 3, 4; 2.2 A1, 2, 3, 5; 2.2 B1, 2, 3, 4, 5, 6, 7; 2.4 B1, 2, 3, 4, 5, 6, 7. Why is sexual abstinence the best choice for teens? How can I resist pressure to become sexually active? What are the consequences of teen pregnancy? How can a sexually active person avoid pregnancy? How can a sexually active person avoid contracting STDs or HIV/AIDS? What determines sexual orientation? Where can I get reliable information concerning issues of sexuality?

The course outline for eighth grade is as follows.

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1. Introduction
2. Decision Making/Goal Setting
3. Influences on Decision Making
4. Dietary Guidelines
5. MyPyramid Food Guide System
6. Food Choices
7. Healthy Menus
8. Maintaining Healthy Weight
9. The Media, Body Image, and Eating Disorders
10. The Persuaders- Alcohol and The Media
11. Drug Misuse and Abuse
12. Addiction and Dependence
13. Inhalants and Hallucinogens
14. Stimulants
15. Narcotics and Depressants
16. Club Drugs
17. Steroids
18. Adolescence
19. Abstinence
20. Teen Pregnancy (impact on life including Shaken Baby Syndrome)
21. STDs
22. HIV/AIDS
23. Risk Elimination, Risk Reduction, Contraception
24. Relationships

### **ENCORE PROGRAM**

In real life, an encore is an extension of a performance— and often one that occurs by popular demand. Our Encore courses works in much the same way. They can be extensions of the students' core curriculum when they meaningfully connect to students' unit courses—language arts, math, social studies and science. They can be integrated arts programs when they purposefully mesh with other art forms-- art, music, physical movement, or technology. They are exploratory in nature and offer students study in 21<sup>st</sup> century themes and skills.

The courses that students take as part of Encore are stepping-stones to the high school elective program and the required 21<sup>st</sup> Century courses that students must take in their freshman year.

Students in Seventh and Eighth Grade receive two marking periods per year of Encore Classes (30 classes per course) - four explorations in all—along with one marking period of Health Education. Among the Encore Classes a Seventh or Eighth grader will have are the following: Art or Music Exploration, Design and Explorations, and Inventions and Innovations.

#### **Art Exploration**

The arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

The curriculum is based on the NJCCCS for Visual and Performing Arts: 1.1 The Creation, 1.2 The History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Responses & Critique Methodologies- 1.4A Aesthetic Responses and 1.4B Critique Methodologies.

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Students continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students increase their skills with greater mastery of media and tools, they critique artwork, they express an idea visually and begin the process of self-assessment and feedback to improve work, and they recognize and respond to art works, movements, and artists.

Among the essential questions that Seventh and Eighth graders study:

- How does an artist connect with his/her work and other artists' work?
- How does creating and analyzing art develop personal growth?
- How does the creation of art demonstrate a visual understanding of the elements and principles of design?
- What does the artwork tell you about the artist?
- How do we learn about different cultures through art?
- Why is learning about each other's cultures important?
- What information can you receive from observing a work of art?

### **Music Exploration**

The General Music Exploration Program, Instrumental and Vocal-Choral Music Programs for seventh and eighth graders are based on the NJCCCS for Visual and Performing Arts 1.1 The Creative Process, 1.2 History of Art and Culture, 1.3 Performing and 1.4 Aesthetic Responses and Critique Methodologies. The mission of the Crossroads Music Department is to provide music students with general music, instrumental and vocal music performance opportunities that are challenging, realistic and enriching. We strive to increase each student's musical, technical and interpretive skills through general music instruction, ensembles and group lessons.

General music students continue to develop music-reading skills, and study music as it relates to world cultures and history, music dictation, theory and composition. Students also continue to develop their aural and vocal skills.

The following Essential Questions are related to the Music Exploration course of study:

- Is all music beautiful?
- How does creating and performing music differ from listening to music?
- When is music entertainment and when is it an art?
- Why do we listen to music?
- Why do we like the music we like?
- Is all sound music?
- How does music impact our lives?

### **Instrumental Music Program**

Students may also choose to study a band or orchestra instrument. Developmental and advanced ensembles are offered to students who study instruments. Winter and spring concerts are performed for the school and community. Instrumental lessons are pullout of students' prime time classes. Instrumental performing groups meet before the day. Students new to our program will be screened and placed in the most appropriate learning situation to meet the needs of the child. Students will receive a grade for band or orchestra on their report cards.

Essential Questions for the instrumental music program include:

- What role does my instrument play within an ensemble?
- Is all sound music?
- What is the role of music in my life?

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- How does playing an instrument allow me to express myself?
- How does my individual behavior as a performer and/or an audience member affect the musical performances?

### **Choir Program**

Seventh and Eighth Grade students are eligible to sing in our choirs. Treble Choir and Concert Choir meet at the end of the day during Common Time; Vocal Ensemble meets during the Before School Music Program. Winter and spring concerts are performed for the school and community. Students who participate in choir will receive a grade on their report card for this course. Students involved in the choral program must take two voice lessons during a lunch period each marking period.

Essential Questions for this course include:

- What role does my voice play within the choir?
- Is all sound music?
- How does my individual behavior as a performer and/or an audience member affect the musical performance?
- How does my individual participation benefit the whole ensemble?

In the high school, students may continue their study of music via a choir, instrumental ensembles, Music theory, or theater arts course.

### **Design and Technology**

Students in Seventh Grade receive one marking period per year of Design and Technology as part of the Encore schedule (30 classes per trimester). This course is largely based on NJCCCS 8.2. All students will explore the following big ideas: The design process is cyclical and all products are a work in progress, and creative and critical thinking skills are necessary to succeed in the 21st Century.

The essential questions that examine include:

- How does a collaboration allow/enable team to achieve common goals?
- How are creativity and critical thinking skills essential to the 21st Century?
- Why is it important to practice proper etiquette online and be aware of your digital footprint?

In this course, students will study cyber-safety, the history and definition of technology, the design process, and three challenges: structural design challenge, recycle design challenge, and real world design challenge.

### **Inventions and Innovations**

Students in Eighth Grade receive one marking period per year of Inventions and Innovations as part of the Encore schedule (30 classes per trimester). This course is largely based on NJCCCS 8.2. All students will explore the following big ideas: The design process is cyclical and all products are a work in progress. Creative and critical thinking skills are necessary to succeed in the 21st Century. It is important to communicate the validity of the product using slogan, media and persuasion. Using media to persuade an audience.

The essential questions that examine include:

- What are the factors that play a role in the success or failure of the product when it comes to market?
- How does a collaboration allow/enable team to achieve common goals?
- How are creativity and critical thinking skills essential to the 21st Century?



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- Why is it important to practice proper etiquette online and be aware of your digital footprint?

In this course, students will study cyber-safety, problem solving, Research: Invention, Drawing & Feedback, 3D Prototype - Build, Test, Redesign, Marketing, and Patents.

### **TECHNOLOGY EDUCATION**

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS 8.1 and NJCCCS 9.1 Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in NJCC Standard 8.1 Technological Literacy are:

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21<sup>st</sup> Century Life Skills) The strands addressed in these NJCC Standards 9.1 21st Century Life Skills are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

### **LIBRARY-MEDIA PROGRAM**

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and ethically use ideas and information with competence and confidence. The American Association of School Librarians' "Nine Information Literacy Standards for Student Learning" and "Standards for 21<sup>st</sup> Century Learners" serve as the foundation for the work students do in their school libraries.

We build upon the knowledge and skills learned in Fifth Grade and focus upon the following skills and knowledge in Sixth through Eighth Grade:

- Recreational reading (book selection strategies, selection aids, genre displays)
- Databases (selecting, accessing, searching)
- Web site evaluation (accuracy, validity, currency, relevance)
- Copyright/Ethical Use (plagiarism, citation)
- Classification (resource location)
- Search Strategies (keywords, broadening/narrowing)
- Policies and Procedures
- Technology (troubleshooting, Internet safety)

Units of Study

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- Use of LMC- Understand and demonstrate library use policies. Locate library resources. Update students to new library resources, technology and programs. Students will independently use the LMC to meet their research/reading needs.
- Use of OPAC/ Alexandria- Demonstrate the following strategies: keyword searching, sorting, simple vs. browse, call number, and advanced techniques to locate materials based on interests and reading levels.
- Classification- Differentiate between call numbers of library resources. Relate the ways resources in different areas may be used.
- Recreational Reading- Select materials based on personal interest using selection aids, genre displays and book talks. Identify and locate genres that match their interests.
- Database Research- Select appropriate databases for their information needs. Develop an effective search strategy. Retrieve information. Relate advantages of databases over other resources.
- Website Evaluation- Evaluate and select websites on the basis of accuracy, validity, currency, and relevance.
- Copyright/Ethical Use- Acknowledge the principles of intellectual freedom. Define plagiarism/copyright. Explain student responsibilities with regard to ethical use and the possible consequences for failure to do so. Locate citation components from different sources. Apply proper MLA citation format. Successfully use parenthetical references or in text citations in their research paper,
- Search Strategy- Students will plan their research: select a topic, refine their thesis or question, develop keywords, select and resources, take notes, create a properly cited product. Evaluate all sources for appropriateness to information needs. Evaluate the validity and accuracy of all information
- Technology- Demonstrate basic troubleshooting i.e. printer without paper. Put into practice safe and responsible Internet usage. Understand the elements of the AUP and know the consequences of the violations.

### **Research Tasks**

Research and writing skills are central components to being a life-long learner, critical thinker, effective communicator and wise decision-maker. Through collaborative effort between the library-media specialist and classroom teachers, research and inquiry bursts build information-literate students who are confident and able of finding answers to questions through the research process.

### **ORIENTATION TO CAREER CLUSTERS**

Career Exploration for Seventh and Eighth Graders is embedded into the curriculum but is also taught discretely during a multi-day unit that is delivered to students by the middle school counselors. Research shows that middle school students are developmentally in a place in which they are most open to career possibilities. It is a time when students should be encouraged to “dream big” about what they want to be when they grow up. This four-day experience builds on the sixth grade careers interdisciplinary unit of study and is designed to open minds to possible vocations or avocations outside of the traditional paths.

All New Jersey career and technical education programs fall under one of the 16 career clusters of the States’ Career Clusters Initiative. Students in seventh and eighth grade will be introduced to these clusters in advance of their selection of a 21<sup>st</sup> Century Course (high school graduation requirement) from a menu of electives.

### **CHARACTER EDUCATION: CROSSROADS CARES ABOUT CHARACTER**

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Crossroads Middle School, like the rest of the schools in South Brunswick, embrace the following core values, CARES, in an effort to build positive school citizens in our learning community. This is supported through our District's Character Education Program.

- C Cooperation
- A Assertion
- R Responsibility
- E Empathy
- S Self-control

The core values are taught and modeled through the Development Design approach that is employed in classrooms throughout the day. This embedded approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community.

Circle of Power and Respect (CPR), a key component of *Developmental Designs*, helps create a classroom where children can practice and explore social skills and merge social, emotional and academic learning.

The core values are also emphasized and reinforced through the Unit organizational structure. A unit is defined as a group of students who work and learn together each day with a core group of teachers who support them in all aspects of their development. As such, every child is known well by the adults in their small learning community. Unit teachers bring the students together on a periodic basis for the purpose of team-building and character development. The core values are at the heart of their work.

### **STANDARDIZED ASSESSMENTS FOR SEVENTH GRADE**

- NJASK-7 Language Arts Literacy Test
- Language Arts Grammar Pre and Post Tests
- Language Arts Word Study Trimester Exams
- Best Works Writing Portfolio (year-long)
- Research Task (rubric scored)
- Social Studies Era 2 or Era 3a assessment
- NJASK-7 Math Test
- Math Pre and Post Tests of Knowledge- trimester based (MS Math, Pre Algebra and Algebra)
- Science Pre and Post Tests of Knowledge (unit based)
- Social Studies essential question assessments
- PE Assessments Pre/Post (throughout the year in PE)
- South Brunswick curriculum-based pre- and/or post- and performance assessments in all other areas of content (music, art, encore, world language, and health. These can be end-of-course or end-of-unit. They may be performance assessments, online assessments, or paper-pencil tests.

### **STANDARDIZED ASSESSMENTS FOR EIGHTH GRADE**

- ELA PARCC- grade 8
- Mini Research Tasks/Inquiry Bursts
- Grammar Pre- and Post Tests
- Word Study Trimester Exams
- Timed Writing Tasks
- Performance-based Reading Tasks
- Math PARCC- grade 8
- Math District-made Pre and Post Assessments
- Mid Terms and Final exams for Algebra and Geometry (advanced math)
- Algebra Predictive Test for placement
- Science: Lab reports, Pre and End of unit assessments
- NJASK-8 Science

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- PE Assessments Pre/Post (throughout the year in PE)
- NJTAP-In Technology Assessment
- South Brunswick curriculum-based pre- and/or post- and performance assessments in all other areas of content (music, art, encore, world language, and health. These can be end-of-course or end-of-unit. They may be performance assessments, online assessments, or paper-pencil tests.

### **Reporting System**

- Seventh and Eighth Grade Report Cards are sent home in December, March and June.
- Parent Conferences are scheduled every fall and spring.
- The teacher and/or the parent may request additional conferences.
- PARCC and NJASK8 Parent Reports are sent home following receipt from the State.
- Family Connect, the online grade book system, provides “real time” information to students and parents about academic progress.