

# **Londonderry Middle School**



**2020 – 2021**  
**Program of Studies**

*Pathway to the Future*

# Londonderry Middle School

313 Mammoth Rd.  
Londonderry, NH 03053



**Website**    **[lms.londerry.org](http://lms.londerry.org)**

603-432-6925      Main Office  
603 -432 -0714      Fax

## Contact Information

Report Absences	432-6925 Ext. 3928
Main Office	432-6925 Ext. 3000
Principal – Mr. William Van Bennekum	432-6925 Ext. 3300
Assistant Principal - Mr. David Sutherland	432-6925 Ext. 3277
6 <sup>th</sup> & 7 <sup>th</sup> Grade House Office	432-6925 Ext. 3100
Assistant Principal – Mr. Ross McLean	432-6925 Ext. 3177
Special Education Office	432-6925 Ext. 3001
Special Education Director – Mrs. Joan Campo	432-6925 Ext. 3002
School Counselors Office	432-6925 Ext. 3140
Nurses	432-6925 Ext. 3101/3102
Library/Media Center	432-6925 Ext. 3104/3105
Curriculum Coordinator – Mrs. Ann Collacchi	432-6925 Ext. 3278
Superintendent Schools – Mr. Scott Laliberte	432-6920 Ext. 1102
Athletic Director – Mr. Howard Sobolov	432-6941 Ext. 2306
Food Service Director – Mrs. Amanda Venezia	432-6941 Ext. 2234
LMS Cafeteria Manager – Mrs. Karen Magoon	432-6925 Ext. 3006
Transportation Office	668-2878

# TABLE OF CONTENTS

<b><u>TOPIC</u></b>	<b><u>PAGE</u></b>
Introduction – General Information .....	1
Londonderry Middle School’s Philosophy.....	1
Londonderry Middle School’s Objectives .....	2
Storm Time .....	2
Interdisciplinary Team Organization .....	3
Grouping for Instruction .....	3
Learning Lab .....	3
Reporting Student Grades .....	3
Promotion and Credit .....	4
Grade Level Expectations .....	4
Academic Intervention Program .....	4
Summer School .....	4
School Policies, Procedures and Regulations .....	4
Scheduling of Classes .....	5
Course Responsibilities .....	5
Parent/Community Volunteers .....	5
Program for Grade 6 .....	5
Program for Grade 7 .....	6
Program for Grade 8 .....	6
Services:	
School Counseling Services .....	6
Health Services .....	7
Library/Media Services .....	8
Special Education Services .....	9

# TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Core Team Course Descriptions .....	
Language arts .....	10
Mathematics .....	11
Science .....	12
Social studies .....	13
Reading .....	14
World Language .....	15
Special Curriculum .....	16
Related Arts Course Descriptions .....	
Art .....	16
STEM Discovery 6 .....	17
Health .....	17
Woodworking – Drafting Technology Education.....	17
Computer Education .....	18
Creative Computing and Media .....	18
Physical Education .....	19
Performing Music Course Descriptions .....	
Chorus .....	19
Beginning Band .....	19
Beginning Strings.....	20
Concert Band .....	20
Orchestra .....	20
General Music .....	20
Co-Curricular Activities .....	
Co-Curricular Program and Interscholastic Athletics .....	20
Activities and Clubs .....	23

# **Londonderry Middle School Program of Studies 2020 - 2021**



## **Introduction – General Information**

This booklet has been prepared to acquaint you with the total program at Londonderry Middle School. It includes all courses and promotion requirements, special services, and co-curricular activities.

This information will help you become more familiar with our school. The majority of the middle school program is made up of required courses, but some choices must be made. Discussions with teachers, parents, administrators, and school counselors are recommended. Because course selection becomes much more extensive as a student reaches high school, it is important to understand the process. Good choices are an important factor in finding both success and meaning in your school program.

Students are encouraged to become active in extra-curricular activities to broaden their interests and contact with students, teachers, and young people from other schools.

## **Londonderry Middle School's Philosophy:**

As a public school, it is essential to recognize and accept all students as unique individuals in terms of needs, interests, and abilities; and to effect, in cooperation with parents or guardians, positive changes in their intellectual, physical, emotional, and social development.

It is the responsibility of Londonderry Middle School to provide an atmosphere that fosters the creative spirit, encourages positive self-esteem, increases self-confidence, and creates opportunities for decision making by its students while providing for the development of basic skills and awareness of personal needs and potentials.

In recognizing the rapid and profound physical changes in the early adolescent student, the curriculum must offer appropriate opportunities, which will enable students to be aware of the health issues which are vital to a healthy lifestyle.

While students should be exposed to a variety of teaching methods that address diverse learning styles, they must develop skills in a learning-by-doing, cooperative approach. Students must accept responsibility for their learning and the challenges of persevering through hard work, effort, and taking ownership of their successes and challenges. As well, students must be exposed to the impact of tolerance, change, effective citizenship, and acceptable social responsibility.

It is also understood that learning is a lifelong process, which is not limited to school experiences. A primary purpose of the school is to provide students with the skills and attitudes necessary to actively participate in their own education and which will foster constant learning throughout their lives.

The school is an integral part of the community. There must be an active, voluntary, and cooperative effort among staff, parents, students, and the community. The lines of communication must stay open to ensure the coordination of mutual efforts to help students achieve future success.

## **Objectives:**

1. To expose students to a variety of teaching/learning methods
2. To provide academic programs and experiences appropriate to the needs, interests, and abilities of each student
3. To provide an environment conducive to the development of a positive self-image and respect for self and others in both the real and digital world
4. To offer opportunities for research, creative and critical thinking, and problem-solving
5. To offer opportunities for student-directed learning and goal setting
6. To give each student a quality educational experiences which will enrich life and provide the information to become a productive, successful member of society
7. To teach students effective study habits and organizational skills
8. To begin the process of exposing students to potential career opportunities that will aid the direction of their continuing education in high school and beyond
9. To support reciprocal relationships among students, staff, and the local community so that there is an exchange of ideas, services, and skills
10. To provide students opportunities for participation in a wide selection of competitive, non-competitive, group, and individual activities based on their interest and abilities
11. To begin preparing students to assume their roles as active participants in a democratic and multicultural society
12. To involve students in the development and application of school activities, programs and policies
13. To keep students informed of the current health issues found in today's society

## **Storm Time**

Storm Time is an extension of RTI (Response to Instruction) that is already a part of the regular classroom experience. The goal of Storm Time is to provide additional time for intervention, support, or classroom extension for students during the school day. Storm Time meets every day for 35 minutes. The first day of the week is a scheduling day for the remainder of the week. Students can see what teachers around the building are offering, which is a variety of extra help, extensions, and enriching opportunities.

## **Interdisciplinary Team Organization:**

Our school is organized into nine heterogeneous groups of up to 125 students, each being taught by a team of teachers (English, social studies, science, mathematics, and special education). This team of teachers, all sharing the same group of students, will have common planning time, and their rooms will be close to each other. They will be able to focus on students' needs, coordinate curriculum and assignments, establish consistent behavioral and academic expectations, and encourage feelings of identity and belonging among their students. Reading, related arts, world language, music and physical education teachers will be an important adjunct to the team. The team concept may be extended to promote school-wide activities, friendly competition, and school spirit.

Student placement on any learning team is carefully considered and takes a great deal of time. The following criteria are considered to achieve optimum equivalency and heterogeneity: previous elementary school in the case of incoming sixth graders or previous team for the seventh or eighth graders; gender; math level recommendations; world language chosen; performing music group membership and even instrument played; prior academic achievement levels; special services required; and lastly, interpersonal relations and behavioral considerations.

## **Grouping for Instruction:**

The diverse talents, skills, learning styles, and interests of students at this age level lead to a variety of grouping patterns. Mathematic/reading classes are grouped by achievement/ability. All other classes are heterogeneously grouped. Teachers have the flexibility of employing small groups, paired, or the whole group instructional techniques within each class. Differentiated instruction provides students of all abilities in one classroom with an educational experience that is challenging, yet appropriate. Effective differentiated instruction is fundamental to the Middle School teaching philosophy of predominantly mixed-ability classrooms. Teachers attempt to reach all students by tailoring their instruction to the student's needs at different levels and different learning styles. Use of iReady data, team-taught classrooms, small group intervention programs, and special curriculum programs, as well as cooperative learning strategies and differentiated materials, promote the capacity to meet the needs of all students.

## **Learning Lab:**

The Londonderry Middle School Learning Lab is a support system available to students who require additional academic reinforcement in one or more subject areas. The goal of the learning lab is to aid students in achieving his/her full potential so that he/she may develop all the necessary skills to be productive in the mainstream classroom. The learning lab staff, RTI team, as well as the classroom teachers, work as a collaborative team to implement specific educational strategies to help students improve his/her foundation in certain areas or with executive functioning weaknesses. With this intervention in place, the goal is to close the gap between the student's potential and his/her achievement. Students are placed in the Learning Lab through referrals by any of the following: RTI team, 504 plans, or an administrator.

## **Reporting Student Grades:**

Report cards are issued three (3) times per year in December, March, and June at the end of each marking period. Progress reports making parents aware of academic difficulty are issued at the midpoint of each grading period. Student's academic grades and self-direction grades will each be reported separately.

## **Promotion and Credit:**

Students in grades 6, 7, and 8 must pass at least five (5) credits each year, including credits in language arts and mathematics, to be promoted to the next grade. Students not meeting these requirements will be required to attend summer school to be promoted to the next grade. Placement in high school courses does depend on courses taken at the middle school level.

## **Grade Level Expectations:**

### **Grade 6**

Students are transitioning from elementary school norms to middle school philosophy. They will be expected to become responsible learners with increased accountability while developing Self-Directed skills.

### **Grade 7**

Students are familiar with the responsibilities and expectations regarding the learning process. Completion. They are using the study skills learned in sixth grade as they progress toward becoming independent learners.

### **Grade 8**

Students are gaining independence and preparation for high school. They are taking the initiative to clarify and complete assignments on time, to demonstrate readiness for high school expectations.

### **Academic Intervention Program:**

Students who are failing or are in danger of failing may be referred for an after-school academic intervention program. This program meets three days a week, is run by certified staff members and is designed to assist students with daily work and with study habits. Students who do not attend or fail despite our efforts will be required to attend summer school.

## **Summer School:**

Students who do not meet the requirements for promotion or graduation during the regular school year will be required to attend summer school. Options for programming will be offered before the end of the final trimester. If they do not attend summer school, they will be required to attend a double block of math or language arts to master the standard and recover credit.

## **School Policies, Procedures, and Regulations:**

On their first day of school, all students will be issued a STUDENT/PARENT HANDBOOK, which describes in detail all school rules, regulations, and procedures. All students and parents should read this booklet carefully and become thoroughly familiar with its contents. It is recommended that the STUDENT/PARENT HANDBOOK be kept readily accessible for you to refer to throughout the year. This will also be available on the Principal's Office page. It will answer many of your questions.

## **Scheduling of Classes:**

A master schedule of classes is developed each spring for the following school year from students' requests for courses. Students must understand that the scheduling of classes is a complex process, which is started by pupil and teacher course requests. Changes in course requests, once the master schedule is made, are not always possible. Careful consideration of desired courses and then following through on those requests is very important for the student. School counselors will be available to assist students with scheduling.

## **Course Responsibilities:**

Students are responsible for their academic performance in all courses. Additionally, they are financially responsible for all materials and equipment issued to them. Schedule changes must be initiated through the school counselor's office or the Curriculum Office. No students will be allowed to withdraw from the courses needed to meet program or graduation requirements.

Each schedule change will be considered on its merit and must have final approval of the Principal.

## **Parent/Community Volunteers:**

If you would like to become a school volunteer, please contact the main office for more information. We encourage our school community to be a part of the Middle School experience, and there are many opportunities available. The LMS PTO is also an avenue for volunteering for those interested in working with this incredible resource at our school.

## **Grade 6 Program Outline**

Sixth-grade students will be enrolled in language arts, social studies, science, mathematics, and reading for the full year.

Students will also have a Related Arts Program composed of art, STEM, and computer. Each of these programs will meet daily for one-third of the school year.

Additionally, all students will be enrolled in physical education and music for the entire school year on an alternating schedule. For music, students may select beginning band, band, chorus, beginning orchestra, orchestra, or general music.

Opportunities for reflective processing throughout the year are offered to provide insightful learning that can be applied to everyday life. Character themes that are important to the LMS learning community will also be explored through team activities. These include Respect, Responsibility, Compassion, Teamwork and Enthusiasm, and Goal Setting.

## **Grade 7 Program Outline**

Seventh graders will be enrolled in language arts, social studies, science, and mathematics. Any student recommended that a world language program will have the option to choose between a one year (high school credit awarded) or a two-year program. Students opting to take the one-year world language course in 8<sup>th</sup> grade will take Advanced Young Adult Literature 7.

Students will also participate in a series of exploratory courses in the areas of health, art, and computer science. These courses will meet daily for one-third of the year.

Physical education and music classes for all students will meet on an alternating schedule all year.

Students may wish to join a performing music group. Choices include chorus, band, or orchestra. General music will be assigned to those students who do not choose to perform music.

## **Grade 8 Program Outline**

All eighth-graders will be enrolled in language arts, American Studies, science, and mathematics for the full year.

Students, with the recommendation of their seventh-grade literacy teachers, will take Young Adult Literature 8, Advanced Young Adult Literature 8, or either French one or Spanish 2 for a full year. One high school credit will be awarded to any student successfully passing French 1 or Spanish 1 or Algebra.

Students enrolled in a developmental or remedial reading program will continue their study of reading skills and literacy.

Students will also participate in a series of exploratory courses in the areas of industrial arts (technology education) or creative technology and media, health, and art. These courses will meet daily for one-third of the year.

Physical education and music classes for all students will meet on an alternating schedule all year.

Students may wish to join a performing music group. Choices include chorus, band, or orchestra. General music will be assigned to those students who do not choose to perform music.

# Student Services

## School Counselors

The Londonderry School District Counseling Program's mission, in cooperation with family, community, and school, is to advocate for and promote the educational, personal, social, and career development of students. Counselors are trained and skilled in helping students confront and resolve difficulties or conflicts often experienced in the middle school years. Also, we recognize our responsibility to support the teaching-learning process. There are a variety of ways that counselors assist students, teachers, and parents through the transition into middle school and adolescence. To name a few:

- Offer individual & group counseling that support educational success
- Help identify the needs of students
- Encourage better interpersonal relationships
- Promote positive & healthy attitudes and choices
- Serve as a resource for teachers and Parents
- Related Services as determined by IEP
- Lend support to school, career, and personal plans
- Provide preventative counseling
- Coordinate referrals to outside agencies
- Teach effective classroom activities
- Maintain confidences within legal and ethical bounds
- Emergency and crisis counseling

In addition to the school counselors at Londonderry Middle School, we offer and participate in special programs available to all students and parents, including, but not limited to:

- Peer Mentoring
- Career Exploration & Planning
- Section 504/ADA Coordination
- Special Education Support
- Academic Intervention Program
- RTI Team referrals
- Attendance & Truancy Monitoring
- POP Camp
- Red Ribbon Week
- Storm Time Enrichments
- Move-Up Activities
- NHSAS Administration
- Class Trip (Grade 8)
- Coordinate applications to independent & Private Schools
- Transition programs for elementary to middle school and middle school to high school

A counselor may be seen by appointment during the school day by calling the counselor directly. Parents are urged to maintain contact with their child's counselor regularly. The school counseling department's phone number is 432-6925, Ext. 3140.

## **Health Services**

The primary role of the school nurse is to support student learning. The nurse accomplishes this by implementing strategies that promote student and staff health and safety. Students are encouraged to discuss any health problems with the school nurse. The nurse's office is open during school hours. Parents may contact the nurse (432-6925 ext. 3101 or ext. 3102) with any questions about their child's health or to report any changes in a student's health history. Students and parents are requested to inform the nurse of any particular health concerns. Students with physical handicaps (either temporary or permanent) that require them to use the elevator should see the nurse obtain an elevator pass. 54 All injuries must be reported to the school nurse immediately. Except in the case of an emergency, students must obtain a pass to the nurse. It is the responsibility of the parent/guardian to speak with coaches regarding health issues or concerns.

### **Medications @ School**

For medications to be given at school, the following shall occur 1. There must be written authorization from the licensed prescriber on file in the student's health record. This authorization shall contain the following: a. student's name b. name and signature of the licensed prescriber c. name, route, and dosage of each required medication d. frequency and time of medication administration or assistance e. diagnosis and any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of the parent or guardian to keep confidential f. specific recommendation for administration g. any specific side effects, contraindications, and adverse reactions to be observed. 2. There must also be a written authorization by the parent or guardian to administer all medications. 3. S

### **Students are Not Allowed to Bring Medication to School.**

A parent, guardian, or parent/guardian designated responsible adult shall deliver all prescription medication to the school nurse or other designated school personnel. The school nurse will make arrangements (if necessary) for prescription medication to be delivered either before or after school hours. The prescription medication shall be in a pharmacy or manufacturer labeled container.

### **Illness or Communicable Diseases**

Please do not send your child to school if they have been ill with a fever or vomiting within the last 24 hours. If your child has been diagnosed with a communicable disease, such as chickenpox, please inform the school nurse. Some students must notify their doctor of any exposure.

### **Immunizations**

The State of New Hampshire Department of Health and Human Services, Division of Public Health Services has amended the immunization requirements for school enrollment. A complete list of required immunizations can be found on the State of NH website, <https://www.dhhs.nh.gov>, under the Public Health tab. The following are new immunization requirements effective for this upcoming school year (2019-2020). Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccines) – One dose of Tdap is required for entry into 7th grade. VARIVAX All Students K-10 shall have received two valid doses of varicella vaccine or laboratory confirmation of chickenpox disease

Students wishing to participate in sports must have a current physical examination on file (dated after March 1<sup>st</sup> of the year the student enters 6<sup>th</sup> grade) in the Nurse's Office. See the Student/Parent Handbook for complete details.

Health and immunization records are reviewed annually for accuracy, according to N.H. State Guidelines. Parents are reminded of the following:

**Tdap** (Combined Tetanus, Diphtheria and Pertussis Vaccine)

One dose of Tdap is required for entry into 7<sup>th</sup> grade.

New Hampshire State Law requires written documentation of these vaccines to be in the school nurse's office **before the first day of the school year**.

## **Library Media Services**

The mission of the Library Media Center Program is to ensure that all students and staff are effective and ethical users of ideas and information. The program seeks to carry out this mission by:

- Providing intellectual and physical access to the Library Media Center. The library web page can be accessed from home at the following address: <http://lms.londonderry.libguides.com/cyberguide>.
- We instruct students on locating, using, and evaluating a variety of library and electronic resources.
- Working in partnership with teachers to plan, develop, implement and evaluate instructional units which meet the school district's objectives and benchmarks

The Library Media Center supports instruction by providing staff and students a variety of resources which include books, periodicals, electronic resources (including eBooks), on-line databases, the internet, and audiovisual materials. These resources are used to meet the needs of the curriculum, as well as for personal reading enjoyment. The Library Media Specialists work collaboratively with teachers to design learning strategies that meet the diverse needs of individual students.

Students may use the library before or after school to do homework, to do research for a school project, or to read. Students in the Library Media Center are expected to work without disrupting other students or behaving inappropriately.

**The Library Media Center is open Monday through Thursday from 7:30 a.m. to 3:30 p.m. and Friday from 7:30 a.m. to 3:00 p.m. The Library Media Center closes at 2:46 p.m. before all school vacations.**

## **Special Education Services**

The Special Education Program is designed to meet the individual needs of students identified as having educational disabilities. An Individual Educational Plan is developed for each student receiving specialized instruction and related services. Londonderry Middle School is fortunate to have a variety of programs and supportive services available to the special needs population. Special Education Programs provide intensive support services to those students who have difficulty meeting a success. All students who receive services are included in the regular classroom to the maximum extent

appropriate. Special education staff members, school counselors, administrators, teachers, and parents work together as a team, each bringing his/her expertise to each case.

The Special Education Program is designed to provide support services as well as teaching compensatory strategies to those pupils identified as having specific educational disabilities. The objective is to assist these students in ensuring that they meet the optimal amount of success in the regular classroom program. To this end, special educators are assigned to teams and work collaboratively with the teachers in the regular classroom. Cooperative planning and teaching among special and regular educators result in the curriculum, presentation, and performance assessment accommodations/modifications, which help all students.

A basic math skills program for grades 6, 7, and 8 has been designed for students who have not mastered the basic foundational skills necessary for the understanding of math concepts. Topics include place value, addition, subtraction, multiplication, and division of whole numbers, fractions and decimals. Extended use of manipulatives and real-life applications will be utilized throughout the three years of instruction. Class size is small, and students are recommended because they require additional experiences with these math topics.

The Program for Success supports students who have learning difficulties resulting from emotional disabilities. The program, implemented by a special education teacher and a dedicated special education counselor, addresses the social, emotional, behavioral, and academic challenges of students to meet academic and behavioral expectations in all educational environments.

FLEX Middle (Friendship and Learning Experiences) is an extension of the elementary school district-wide program. This is an inclusive support program for students identified with having Autism Spectrum Disorders. Behavior support is available by the special education teacher and consultation with the Board Certified Behavior Analyst. Students in FLEX are maintaining or are close to grade-level academic expectations; however, they may require an alternative workplace due to behaviors often exhibited with an autism diagnosis, social skill curriculum, and adult support throughout the day.

The Friends III curriculum supports students who are identified on the spectrum with autism. This program is implemented by a special educator, supported by the related service staff, and in consultation with the Board Certified Behavior Analyst. It addresses the social, pragmatic, and language challenges for these students within the school environment.

Individual services are provided for developmentally and cognitively impaired students through the Basic Academic Skills Program (BAS)/Friends III Program. These programs focus on functional academics, pre-vocational skills, community awareness, and developing personal independence.

In addition to the previous programs, all pupils with an educational disability are provided professional support services, as needed, by the following personnel: speech and language pathologists, reading specialists, an occupational therapist, a psychologist, school counselors, and a school nurse. All special programs are supervised by the Director of Pupil Services and the Special Education Program Director.

## **Language Arts Academic Program**

**Language Arts 6** focuses on written expression, particularly informative through the research process, text response, and argumentative writing. The six traits of writing are taught and emphasized in all

content areas. Vocabulary and grammar are taught and reinforced throughout the year. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

**Language Arts 7** focuses on the written expression as well, with a greater emphasis on expository and argumentative writing. Through the reading of fiction and nonfiction, vocabulary is introduced and reinforced. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

**Language Arts 8** focuses on written expression, particularly informative and argumentative writing, with an emphasis on the traits of writing. Literary terms and academic vocabulary are reinforced through the reading of short stories, novels, and nonfiction material. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

## **Mathematics Academic Program**

**Math in Focus**® teaches math concepts to mastery by emphasizing the various facets of each concept and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

The math is taught in a three-step process: concrete, pictorial, and abstract based on the research that people are learning in three stages by first handling the real objects before transitioning to pictures and then to symbols.

**Math In-Focus Grade 6**, instructional time will focus on four critical areas:

- Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems
- Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers
- Writing, interpreting and using expressions and equations
- Developing an understanding of statistical thinking

### **High Math 6**

This MATH IN FOCUS based program will cover all the Mathematics 6 concepts, expanding the ideas and techniques taught in those units. In addition, students will be given an introduction to integers.

### **Advanced Math 6**

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in mathematical expressions and equations; multiplication and division of fractions; circle, surface area, and volume; integer operations and rational numbers; linear equations; analysis of data sets; and scientific notation. The course is designed to cover the material at an accelerated pace. Considerable

time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program.

**Math In-Focus Grade 7**, instructional time will focus on the four critical areas of:

- Developing an understanding of operations with rational numbers and working with expressions and linear equations
- Developing an understanding of, and applying proportional relationships
- Solving problems involving scale drawings and informal geometric constructions and working with two- and three- dimensional shapes to solve problems involving area, surface area, and volume
- Drawing inferences about populations based on samples

### **Pre-Algebra 7**

This fast-paced course is intended for only the ablest math students. It requires that students have achieved **mastery of the whole number, fraction, and decimal operations**. Emphasis is on number theory and the mathematical application of that theory as it relates to the integers and algebraic equations. Topics include variables, the order of operations, number properties, rational expressions, equations, integers, proportions, percentages, and word problems.

### **Pre-Algebra + Algebra (Grade 7)**

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in proportionality and similarity, probability and its applications, linear functions and equations and inequalities, and systems of linear equations and inequalities. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program.

**Math In-Focus Grade 8**, instructional time will focus on three critical areas:

- Formulating and reasoning about expressions and equations including modeling and solving linear equations and systems of linear equations
- Grasping the concept of a function and using functions to describe quantitative relationships
- Analyzing two- and three- dimensional space and figures using distance, angle, similarity and congruence, and understanding and applying the Pythagorean Theorem

### **Algebra (Grade 8)**

This course is for students who have demonstrated above-average ability. The focus will be on solving and applying algebraic equations. The course includes the following topics: a review of basic math skills, rational numbers, inequalities, polynomials, factoring, graphing linear equations, solving a system of equations, solving linear and quadratic equations, radical expressions, statistics, probability, and percentages. This course satisfies the Algebra credit requirements for high school graduation upon successful completion (pending School Board policy approval) NCAA approved.

## **Algebra/Geometry Topics (Grade 8)**

This course is for students who have demonstrated superior mathematical ability. This course is designed to cover the material in Algebra 1 at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program. This class satisfies the Algebra credit requirements for high school graduation.

**(See the last page in the handbook for Math Flow Chart)**

## **Science Academic Program**

### **Exploring Science 6**

In the first unit of the year, “Acting Like a Scientist,” science processes and skills are stressed more so than science content. Designing, conducting, and evaluating experiments is the hallmark of this unit. From there, students study cells, genetics, electricity, magnetism, light, sound, and forces and motion. In all units, connections are made between classroom investigations and students’ lives.

### **Exploring Science 7**

This is an exploratory course in which students, by combining the content and process aspects of science, discover how science relates to the world around them. Topics in physical, life and earth sciences will be covered. Specifically, units on ecosystems, astronomy, and geology will be presented. Laboratory activities will be used to present and encourage scientific inquiry in an active, hands-on manner.

### **Exploring Science 8**

The 8<sup>th</sup>-grade science program involves students in a variety of hands-on activities and labs designed to use the scientific method and inquiry-based science. The year focuses on the following units: Introduction to Chemistry: learning about matter and how it changes, studying atoms and the periodic table of elements; Meteorology: learning about how weather works, accurately measuring weather data using various instruments, reading weather maps, predicting weather and its impact on climate; and Oceanography: learning about the physical, chemical, and geological aspects of the ocean. The culmination of the year includes our annual Floating Lab field trip at the Isles of Shoals, which implements the learning from all units of study.

## **Social Studies Academic Program**

### **Social Studies 6**

The sixth-grade social studies program explores the geography, histories, and cultures of the western hemisphere. As students will have studied the United States in fifth grade, the focus will be on Canada and Latin America. Map skills, timelines, and vocabulary related to political and economic systems will be emphasized. Interpreting, researching, writing, and presenting information related to topical units will integrate library research skills with information technology. Units presently studied include the Five Themes of Geography, Latin America, Canada Immigration, and the ancient civilizations and the

related economies of the Maya, Aztec, and Inca. A comparison between the governments of the United States and Canada will also be made.

## **Geography 7**

The seventh-grade social studies program explores the geography, history, and cultures of the eastern hemisphere. Students begin the year reviewing the five themes of geography, map skills, and the elements of culture, placing emphasis on types of government and economy. Students will gain an appreciation for the cultural, societal, economic, and philosophical differences between and within countries. Throughout the year, students will apply geography skills to the cultures of Europe, Asia, and Africa. Students will highlight work done with research projects and multimedia presentations. These will aid the students' appreciation for the cultural and individual diversity of today's world.

## **American Studies 8**

The eighth-grade program will focus on American History from Colonial times through the end of the Civil War. Primary documents important to the formation of our country and government will be examined. Tolerance and diversity will be emphasized throughout the year. New Hampshire history, as well as civil rights and responsibilities at the local, state, and national levels, will be emphasized as they are important to the participation of American citizens living in a democracy.

# **Reading**

## **Reading 6**

The sixth-grade reading program is designed to create skilled readers who use many strategies to construct meaning from text. Students will learn the processes involved in reading and the skills relating to both fiction and nonfiction reading. Reading skills will be further enhanced through direct vocabulary and comprehension strategy instruction along with collaborative reading with their peers. Literary elements and strategies, including predicting, questioning, clarifying, and summarizing, will be introduced as students explore various forms of literature through novels, teacher read-aloud, and articles. Students may change their reading class throughout the year, per teacher discretion, to ensure the best educational practices are being met. Student class changes are based on teacher observations, district-wide and in-class assessments, and student performance.

## **Young Adult Literature 6**

The focus of the seventh-grade reading program is to expand upon the skills previously introduced in the sixth grade. Attention will be given to strategic reading instruction to develop essential comprehension skills further. Students will engage with the text to further develop fluency and vocabulary knowledge utilizing different types of reading. There will also be an emphasis on reading strategies, summarizing, questioning, and predicting in conjunction with literature-based instruction.

Units will integrate with content instruction to illustrate that literacy standards are a learning target in all disciplines.

## **Advanced Young Adult Literature 7**

The focus of the high seventh-grade reading program is to accelerate and expand upon the reading skills learned in 6<sup>th</sup> grade. This course will have a greater focus on nonfiction texts as related to content information, i.e., primary documents, technical texts, and texts at higher reading levels. Additionally, this class will have a focus on building academic vocabulary to help support content area reading. Students will strengthen previously taught reading strategies and use other higher-level strategies, i.e., analyzing, inferencing, and comparing and contrasting in conjunction with literature-based instruction. This course is for students who have chosen reading and the one-year high school credit for foreign language.

### **Young Adult Literature 8**

Reading skills developed in seventh-grade reading are reinforced as students continue to build on their understanding of the reading process. Eighth-grade students will learn and apply key reading strategies and tools needed to become successful, fluent readers as they further their understanding of print material. There will also be an emphasis on text structure, visualizing, and inferencing in conjunction with literature-based instruction.

### **Advanced Adult Young Literature 8**

The focus of the high eighth-grade reading program is to accelerate and expand upon the reading and skills learned in 7<sup>th</sup> grade. This course will have a greater focus on the informational text as it is used in other content areas. This course will also enhance academic vocabulary, build reading stamina, and provide exposure to complex text. This course will foster the relationship between reading, writing, and communication skills and provide increased rigor and expectations to better prepare students for the demands of lifelong reading.

### **Summer Reading**

Please note that all middle school students are required to read two novels throughout the summer months. They may attend a summer book or complete a written requirement.

## **WORLD LANGUAGE**

### **FRENCH 7 / SPANISH 7**

These first-level courses, which present basic vocabulary and grammar, foster pronunciation, and expose the learner to cultural aspects of French or Spanish speaking countries. A variety of learning activities in which stress listening and speaking skills are presented. Reading and writing skills are developed at the same time. Enhancement activities include computer enrichment, interactive videos, and cultural awareness projects, all of which are aimed at total student involvement in the learning process. These requirements, combined with the continuing grade eight-course, this sequence is equivalent to Level I in the overall language program at the high school.

## **FRENCH 8 / SPANISH 8**

As the second half of the sequential Level I program, which began in the seventh grade, this course furthers the development of all four language skills and gives more insight into the French or Hispanic way of life. It is expected that increasingly more French or Spanish will be spoken in the classroom. Vocabulary is expanded, and more advanced grammatical concepts are presented. Teaching techniques designed to achieve active student participation are utilized. Upon successful completion of combined seventh and eighth-grade programs, the student will advance to French II or Spanish II at the appropriate high school level.

## **FRENCH 1**

This is an introductory course that teaches basic vocabulary, good pronunciation, and elementary grammatical structures. The use of varied audio-lingual and audiovisual teaching techniques stresses all four language skills: listening comprehension, speaking, reading, and writing. Intensive aural-oral practice is offered through a variety of media materials. The student is exposed to Francophone lifestyles and culture through the reading selections, songs, cooking, and multi-media. NCAA approved (one high school credit will be awarded upon successful completion) (2019-2020 pending School Board approval)

## **SPANISH 1**

This course is designed to introduce the student to the Spanish language and culture. Basic vocabulary and basic grammatical concepts and pronunciation skills are learned through a variety of audio-lingual activities. These may include listening/speaking exercises, mini student dialogues, and skills. Music, puzzles, videos, and projects enhance the development of the four basic language skills: listening, speaking, reading, and writing. NCAA approved (one high school credit will be awarded upon successful completion) (2019-2020 pending School Board approval)

## **Special Curriculum**

The Special Curriculum Enrichment Program will promote an environment of intellectual curiosity and collaboration, which sparks passion and develops confidence in its participants and, in turn, positively impacts the community. The following are a general overview of some of the ways this is accomplished.

**Academic Courses:** The special curriculum teachers teach various courses throughout the year. The number and type of these courses vary from year to year, depending on student needs, staffing, and administrative goals. These courses require certain criteria for participation, and parents will be notified accordingly.

**In-Class Enrichment:** The special curriculum team coordinates a variety of school-wide contests, quiz bowls, bees, Olympiads, and national competitions. The department also supports a variety of after school clubs. In addition, our enrichment teachers collaborate with on team, related arts, and world language teachers to promote intellectual curiosity and real-world problem application.

**Advanced Studies:** The middle school will be continuing to provide an 8<sup>th</sup>-grade seminar opportunity during STORM. This program is modeled after the LHS Senior Project. Students choose a research topic, present a product as evidence of their learning, and a mentor to assist them. In addition, we offer a “genius hour” program within our current classroom structure at the discretion of the team teachers, to pursue individualized projects.

## **Related Arts Programing**

### **Art**

Sixth-grade art offers a fresh approach to the basic principles and elements of design. Through the manipulation of various tools, students will have the opportunity to increase their knowledge and skills in the areas of drawing and painting. We will explore various media with the incorporation of art appreciation and art production. These disciplines promote the development of artistic skills and creative problem-solving.

Seventh-grade art is designed to build upon the foundation of sixth-grade art. This course focuses on the successful integration of elements and principles of design in new and creative ways. Students will have the skills to apply learned vocabulary and build a new and more expansive vocabulary relevant to course material. Students will continue to maintain a sketchbook with greater expressiveness incorporating various techniques. This course will provide greater emphasis and more in-depth study in the exciting realms of drawing, painting, and graphic design.

Eighth-grade art focuses on the creative incorporation of past media knowledge. Students will be able to successfully create works of art with careful consideration of elements and principles of design. Students continue to have experiences in the areas of drawing, painting, printmaking, and sculpture. The sketchbook becomes an integral part of each unit. Students will examine underlying philosophies about art as well as discuss art in historical context.

### **Stem Discovery 6**

STEM (**S**cience, **T**echnology, **E**ngineering, and **M**athematics) is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise. In this twelve-week course, students will be introduced to basic STEM concepts. They will take part in a variety of activities from each STEM area, with several culminating activities included to put their STEM skills to the test!

Students will enjoy the hands-on, minds-on approach to learning about science, technology, engineering, and mathematics. Units of study will include such things as; manufacturing, design drafting, electronics, robotics orientation, etc.

### **Health**

Seventh graders will attend class in our Healthy Kitchen. It is a kitchen-lab setting that uses fresh vegetables from the school garden. Every student will gain the experience of making their soil that they will use grow vegetable plants in from seed. They will learn to care for growing plants, harvest vegetables, and eventually donate harvested vegetables to the school cafeteria where they will be used with school lunches. In the kitchen, students will gain experience preparing healthy meals and snacks, taste a variety of fruits and vegetables, and experiment with food preservation. The curriculum will also educate students on issues related to their health as growing developing adolescents. Goal setting, nutrition, tobacco, and other illegal drug use, stress management and fire safety are the other major areas of study throughout this twelve-week course.

The primary goal of eighth-grade health education is to provide current health information to students to increase their awareness of issues that affect their daily lives and to use that information to make healthy decisions. Specific topics that are covered include mental and social health with a focus on self-esteem; peer pressure and the decision-making process; prevention of drug, alcohol and tobacco use, and abuse with an emphasis on physical and psychological dependence; human growth and development including sexuality, contagious diseases, and disease prevention. Many different teaching methods are used to impart this information, including lectures, demonstrations, class discussions, media presentations, library research, and use of technology in the computer lab and guest speakers.

## **Woodworking-Drafting Technology Education (Grade 8)**

This is an exploratory course focusing on various areas of study within the technology education field. In each area, students acquire the knowledge and skills for the successful design and completion of an individual project. Technology education gives the student hands-on experiences to help facilitate the learning process.

The two areas studied at this grade level are woodworking and computer drafting. The program emphasizes the development of specific skills, the importance of safety awareness, following directions, and the ability to proceed independently through the manufacturing stages of design, production, assembly, and finishing. Their accomplishments will build self-esteem, confidence, and pride in themselves.

## **Computer Education**

### **Power of Technology 1 – Grade 6**

This introductory course focuses on both College & Career Ready and the 21<sup>st</sup>-century skills of collaboration, communication, critical thinking, and creativity. Students utilize Microsoft Office and Google Suite applications. Units are based on the International Society for Technology in Education Standards for Students, which include digital citizenship, coding, project-based, and authentic learning experiences.

### **Power of Technology 2 – Grade 7**

This is a continuation of the 6<sup>th</sup>-grade course where we continue our focus on both College & Career Ready and the 21<sup>st</sup>-century skills of collaboration, communication, critical thinking, and creativity. We expand on Microsoft Office or Google Suite applications. Units are based on the International Society for Technology in Education Standards for Students, which include digital citizenship, coding, project-based, and authentic learning experiences.

### **Creative Computing and Media –Grade 8**

This twelve-week course is designed to provide students with an opportunity to explore other forms of technology. The students work in small groups and will be exposed to many different forms of media. Units on photography, sound recording and editing, video production, graphic arts, and animation are only a few of the possibilities. As a class, students will focus on Creativity and Innovation,

Communication and Collaboration, Critical Thinking, Problem Solving, Decision Making, and Technology Operations. These skills will be practiced through skill-building activities, guest speakers and workshops, projects, presentations and sharing sessions, and interactions with other classes, schools, and our community.

## **Physical Education**

The following is a general list of activities that will be presented to students. Our middle school physical education program is intended to expose students to a variety of activities that build lifelong fitness.

<u><b>Team Sports</b></u>	<u><b>Individual/Dual Sports</b></u>	<u><b>Adventure Activities</b></u>	<u><b>Fitness</b></u>
Soccer	Badminton	New Games	Aerobics
Field Hockey	Golf	Ropes Course	Taebo - Pilates
Basketball	Table Tennis	Climbing Wall	Conditioning
Football	Juggling	Orienteering	Assessment
Team Handball	Unicycling	Snow Shoeing	Biking
Floor Hockey	Gymnastics	Circus	Walking
Lacrosse	Track and Field	Frisbee Games	
Broom Hockey	Archery	Volleyball	Lawn Games

## **Performing Music**

### **Chorus**

Chorus will cultivate the fundamental principles of vocalization with the study of projection, tone production, control, resonance, diction, and overall proper vocal technique.

Choral works in various genres/styles will be selected to reinforce these vocal concepts. The ensemble will perform in public at various times during the school year as well as participate in music festivals and community outings. Students with a background in keyboard playing are especially encouraged to enroll.

## **Beginning Band**

This instructional program is for the 6<sup>th</sup>-grade student who desires to begin learning a band instrument. Students learn fundamental scales, practice exercises, and rehearse different pieces of music. In addition, ensemble playing will be done. Students are required to practice up to thirty minutes daily on their own. Those students with prior musical experience are welcome, although no prior experience is necessary. Students who do not have a band instrument will need to rent, purchase, or borrow one. (NOTE: Band instruments do NOT include strings or keyboards.)

Instrument rental can be arranged through local music stores. The number of drummers in any band is limited, so students should be ready with the second choice of the instrument if not selected to play drums. Only students who succeed in Beginning Band will be encouraged to take Band the following year.

## **Beginning Strings**

This program is offered to sixth-grade students who have an interest in learning the basics in orchestral string playing. Students will choose from the violin, viola, cello, or double bass. Scales, exercises, and compositions suitable for beginners will be rehearsed, studied, and performed. Students are required to complete a weekly practice card for homework. Students will participate in two concerts. Owning or renting an instrument is a requirement of all participants in this program.

## **Concert Band**

This program is open to all qualifying instrumentalists (an audition may be required) who have had a minimum of one year of school experience on their instrument. Music literature suitable for concert and marching bands is rehearsed, studied, and publicly performed. Students are required to complete a weekly practice card for homework. In addition to two or three concerts per year, the band also participates in parades and music festivals. Owning or renting an instrument is a requirement of all participants in the band.

## **Orchestra**

This program is open to any student who has at least one year of experience on violin, viola, cello, or double bass. Students with intermediate to advanced skill on piano will be accepted into this program by audition only. Compositions suitable for string orchestra are studied, rehearsed, and performed. Students are required to complete a weekly practice card for homework. Owning or renting an instrument is a requirement of all participants in this program.

## **General Music**

General music is for students to explore music in a non-performing environment. These courses are designed to enhance music appreciation through studies of musical styles, the history of musical periods past and present, and an overall view of music theory. Students will study the keyboard to provide them with the experience of learning to play an instrument. Current trends in the music industry, as well as information on audio equipment and other music consumer issues, are also discussed. The goal is that students will grow to become more creative and musically aware members of society.

## **Interscholastic Programs**

The interscholastic athletic program, along with clubs, organizations, and other activities, comprise the co-curricular activities program. Student leadership, responsibility, and decision making are fostered. All students are encouraged to participate and should be willing to devote the time and effort necessary to contribute to the growth and success of their activity of choice.

### **Athletics**

The middle school athletic program offers students a variety of organized athletic opportunities in the fall, winter, and spring season. The middle school is a member of the Tri-County League and competes against other middle schools of similar size. The athletic program is coordinated through Londonderry High School Athletic Department, and more information can be found via the website.

### **Eligibility**

To be eligible for school activities, a student must be in good standing – that is, not on suspension (in or out of school) during the day of the after school activity. No student who arrives at school after 8:05 a.m. or who leaves school before the end of the school day will be permitted to participate in a practice, game, meet or match. A student who is absent on Friday will not be allowed to participate in any weekend competition. The administration has the right to grant an athlete permission to participate if the parent/guardian can verify a legitimate reason for missing any part of the school day (i.e., doctor's appointment, dentist appointment, or family emergency). The student must then get a pass from the administration, allowing him/her to participate. The pass must be given to the coach.

A student who has been suspended (in or out of school) may not participate in any activity on the day the suspension begins. If the student is suspended for more than one eight-day period, then the preceding policy continues for each day of the suspension. In both of the above cases, the student is suspended from the team for the game or practice. See Discipline Policies.

Students who violate policy JFCH/JFCI regarding possession, use and transfer of drugs and alcohol will lose their eligibility to participate in co-curricular activities for 180 days.

To be a member of an athletic team, students must have passed all classes during the previous marking quarter. Students who wish to participate in a fall sport must pass all classes during the fourth quarter marking term of the previous school year. (Exception: Incoming sixth-graders start with a clean slate.) Eligibility begins or ends with the distribution of the quarterly report card. Students who fail no more than one course will be placed on probation and required to fill out weekly progress reports for the remainder of the quarter. Students receiving more than one unsatisfactory comment will be declared ineligible.

Students are responsible for their school work first. A student who acts inappropriately or fails to keep up with his/her classwork may be placed on academic probation and would follow the requirements listed above.

If, at any time during the season, the student receives an unsatisfactory weekly report, he/she will be removed from the activity for the remainder of the marking period.

All students must complete athletic eligibility, health, and emergency forms before participation. All students must be cleared by a physician to participate after March 1<sup>st</sup> of the year they enter sixth grade. This physical is good for three years.

A student with a prolonged illness or sustained injury must have written permission from the parent and physician to engage in athletics.

## SPORTS

Fall	Girls Cross Country		
	Boys Cross Country		
	Girls Field Hockey	M-Team	L-Team
	Girls Soccer	M-Team	L-Team
	Boys Soccer	M-Team	L-Team
	Volleyball	M-Team	L-Team
Winter	Girls Basketball	M-Team	L-Team
	Boys Basketball	M-Team	L-Team
	Cheerleading	M-Team	L-Team
	Wrestling		
Spring	Boys Baseball	M-Team	L-Team
	Girls Softball	M-Team	L-Team
	Track & Field		
	Boys Lacrosse	M-Team	L-Team
	Girls Lacrosse	M-Team	L-Team

## Activities & Clubs

The following lists various clubs and activities that are planned to be included in the co-curricular program beyond the Interscholastic Athletic Program. The amount of student interest and participation, as well as the availability of faculty members to serve as advisors, chaperones, or coaches, will be considered before these activities become operational. Specific information will be given early in the school year utilizing the daily announcements and posters. Students who desire to initiate an activity not listed are encouraged to contact the administration.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Boys Respect</li> <li>• Clef Singers</li> <li>• Color guard</li> <li>• Drama Club</li> <li>• Drama Stage Crew</li> <li>• Girls Book Group</li> <li>• Intramural Golf</li> <li>• Intramural Tennis</li> <li>• Jazz Ensemble</li> <li>• Jump Rope Club</li> <li>• Newspaper Club</li> <li>• Political Club</li> <li>• Pop Stars</li> </ul> | <ul style="list-style-type: none"> <li>• Recreation Club</li> <li>• Recycling Club</li> <li>• Robotics</li> <li>• Safe Sitter Course</li> <li>• Science Club</li> <li>• S.E.T. Club (Science, Engineering, Technology)</li> <li>• Strategy Games Club</li> <li>• Student Council</li> <li>• Studio LMS Club (Media Production)</li> <li>• Yoga</li> </ul> |
|---|---|

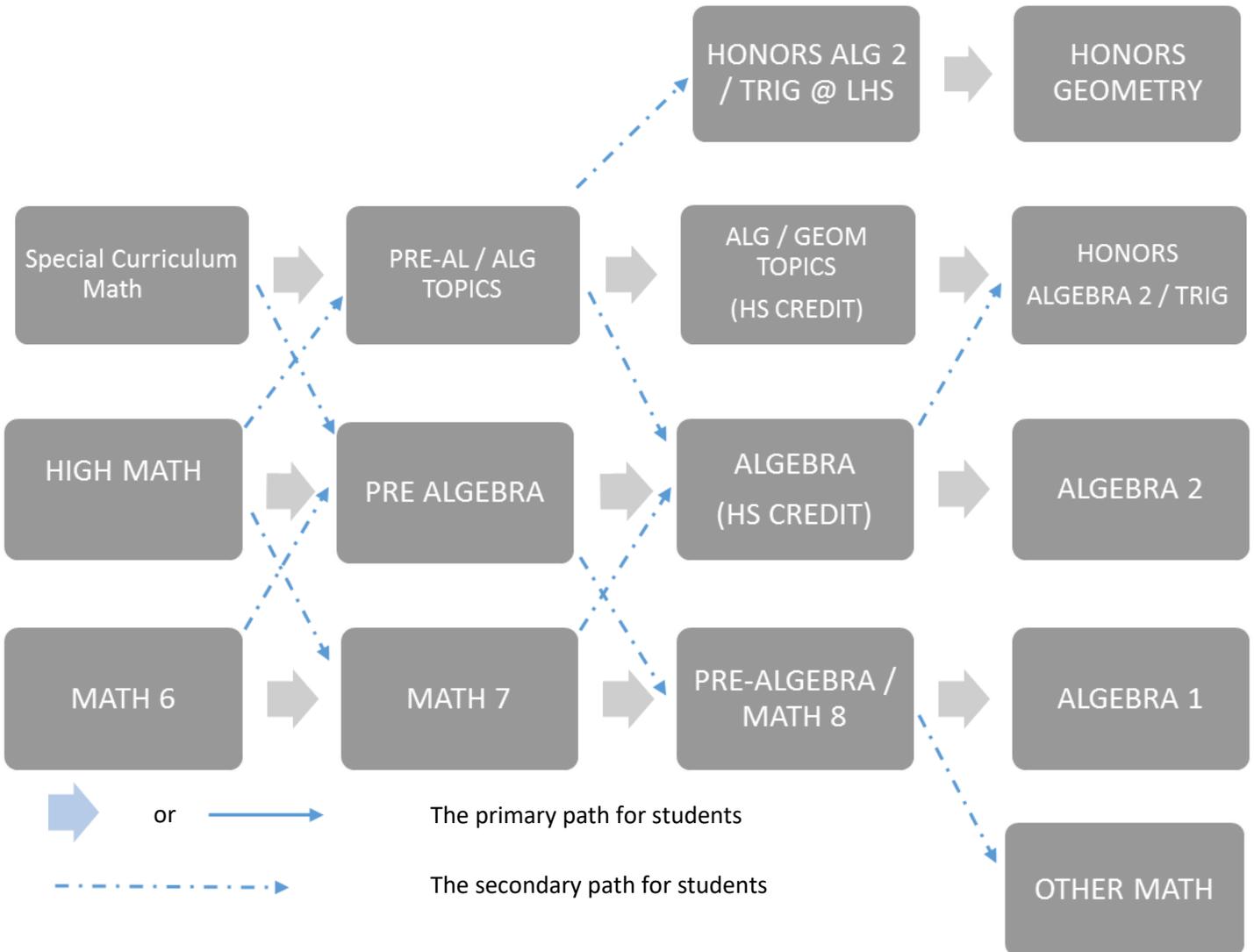
# LMS MATH COURSE OFFERINGS

6TH GRADE

7TH GRADE

8TH GRADE

9TH GRADE



# LMS READING/WORLD LANGUAGE COURSE OFFERINGS

