

# Charles F. Patton Middle School



*The Mission: Empower each student to succeed in life  
and contribute to society*

## 2017 - 2018 Parent Handbook

Charles F. Patton Middle School  
760 Unionville Road  
Kennett Square, PA 19348  
Telephone: 610/347-2000  
Fax: Number: 610/347-0421

[cfpms.ucfsd.org](http://cfpms.ucfsd.org)

Follow us on Twitter @ cfpmsinfo  
Like us on Facebook

## TABLE OF CONTENTS

|   |   |
|---|---|
| 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> Grade Math, 25-31 | Food Services, 6  |
| 6 <sup>th</sup> Grade English, 31-33                                  | Forgotten Items from Home, 20                                 |
| 6 <sup>th</sup> Gr. Literacy in the Content Areas, 33-34              | Gifted Resource, 11   |
| 6 <sup>th</sup> Grade Science, 35                                     | Grading System, 11  |
| 6 <sup>th</sup> Grade Social Studies, 35                              | HandBell Choir, 17  |
| 7 <sup>th</sup> Grade English, 35-36                                  | Hawk Nights, (7 <sup>th</sup> & 8 <sup>th</sup> Grade), 16-17 |
| 7 <sup>th</sup> Gr. Nonfiction Writing & Research, 36                 | Hawk Time, 14   |
| 7 <sup>th</sup> Grade Physical Science, 37-38                         | Health Education, 48  |
| 7 <sup>th</sup> Grade Social Studies, 38                              | Health Services, 7-9  |
| 8 <sup>th</sup> Grade Earth Science, 39-40                            | HELP Team, 10   |
| 8 <sup>th</sup> Grade English, 40-41                                  | Homework and Supplies, 19                                     |
| 8 <sup>th</sup> Grade Geography, 42                                   | Homework for Absentees, 19                                    |
| 8 <sup>th</sup> Grade Social Studies, 43                              | Honor Roll, 12  |
| Academic Activities, 14   | Incomplete Grades, 12   |
| Academic Competitions, 14   | Instructional Support Team, 10                                |
| Academic Learning Support, 11   | Instrumental Music Program, 15                                |
| Advisory, 13  | Learning to Learn, 11   |
| After-School Activities Bus, 6  | Library, 15   |
| After-School Language Clubs, 17                                       | Library Media Center, 53                                      |
| Art, 45-46  | Lockers, 20   |
| Attendance Regulations & Guidelines, 3-6                              | Lost and Found, 20  |
| Breakfast, 6  | Lunch, 6  |
| Bullying Prevention Program, 13                                       | Medical Policies, 7-9   |
| Cafeteria, 6  | Men's Ensemble, 15  |
| Cell Phones, 20   | Middle School Theater, 17                                     |
| Chorus, 15  | Mixers (6 <sup>th</sup> Grade), 16-17                         |
| Computer Class, 46  | Music Classes, 47   |
| Counseling Services, 7  | Music Performance Groups, 14                                  |
| Daily Class Schedule, 2   | Perfect Attendance, 13  |
| Dance Rules, 16-17  | Performing Arts Class, 47                                     |
| Digital Citizenship Class, 46   | Phones, 20  |
| Digital Communications Class, 46                                      | Physical Education, 48  |
| Disciplinary Policy, 23   | PIAA Sports Teams, 18-19                                      |
| Dress and Grooming Guidelines, 21-23                                  | Planners, 19-20   |
| Early Arrivers, 4   | PowerSchool, 12   |
| Early Dismissal, 5  | Programming Class, 46   |
| Enrichment Classes & Cycles, 44                                       | PTO, 54   |
| Excused Tardy, 4  | Reading Support Services, 10                                  |
| Extracurricular Activities, 16-17                                     | Report Cards, 12  |
| Family and Consumer Science Bills, 21                                 | Returned Checks, 21   |
| Family and Consumer Sciences, 48-50                                   | Rides Home, 5   |
| Family Trips, 5   | School Rules, 23-24   |
| Field Trips, 21   |   |

(Continued on next page)

## TABLE OF CONTENTS (continued)

|   |
|---|
| Six-Day Cycle, 2  |
| Special Clubs, 15-16  |
| Sports, 18-19   |
| Student Code of Conduct, 23                                 |
| Student Council, 16   |
| Student Planners, 19  |
| Student Services, 7-11                                      |
| Students Riding Another Bus or Another Student's Vehicle, 6 |
| Teams, 24   |
| Tech Ed and Family Consumer Science Bills, 21               |
| Technology & Engineering Education, 50-51                   |
| Technology at the Middle School, 53                         |
| Telephone System, 1   |
| TV Studio, 15   |
| Textbooks, 21   |
| Theater, 17   |
| Unexcused Tardy, 4  |
| Visitors, 1-2   |
| Vocal Ensemble, 15  |
| Volunteers, 1-2   |
| Walkers, 6  |
| World Language, 51-52                                       |

### **EMERGENCY SCHOOL CLOSINGS**

In the event that school is closed for the day or students are dismissed early due to inclement weather or other emergencies, please note that the school informs radio stations KYW-1060 AM #850, WDEL-1150 AM, WILM-1450 AM, WJBR-99.5 FM, WSTW-93.7 FM, and the local ABC, NBC, and FOX television affiliates to report up-to-date information. To hear a recording stating the school status for the day, call 610/347-2000. School closings are also posted on the district website. For more detailed information please view: <http://www.ucfsd.org/closinginfo.html>

*Prepared August 15, 2017  
Revised September 14, 2017*

## WELCOME TO THE CHARLES F. PATTON MIDDLE SCHOOL

Middle school students are passing through a very special, very critical period of their lives. The change from childhood to adolescence is an important time and can often be a difficult time. Children, from age 10 through 15 endure more changes than at any other time except the very first year of life! They are changing physically, mentally, socially and emotionally.

These students no longer belong in elementary school but are not yet ready for high school. Therefore, the middle school has to be unique but it also must be transitional. We operate on the principle of a school within a school by organizing into six academic teams throughout the building.

This booklet will help you learn more about the Charles F. Patton Middle School. If you have any concerns or additional questions, please feel free to contact us. You can contact individual teachers by voice mail or through e-mail at the website listed below.

|                     |  |
|---------------------|--|
| Steve Dissinger     | Principal  |
| Devin Layton        | Assistant Principal                                  |
| School Phone Number | 610-347-2000 (Fax 610-347-0421)                      |
| School's Home Page  | <a href="http://cfpms.ucfsd.org">cfpms.ucfsd.org</a> |

The following menu is what you will hear upon dialing 610/347-2000:

|   |  |
|---|--|
| Press 1 - Main Office   | Press 5 - To reach the Counseling Office |
| Press 2 - To reach the School Nurse                               | Press 6 - To reach the Library           |
| Press 4 - To report an Absence                                    | Press 7 - To reach the Cafeteria         |
| Press 9 - To search the Name Directory for a Teacher/Staff Member |  |

## SCHOOL INFORMATION

### **VISITORS AND VOLUNTEERS**

The doors to the school are locked every day at 8:10 AM. If you need to enter the school, please use the doors by the main office on the high school side of the building. There are visitor parking spaces in the lot facing Rt. 82. You will need to press the buzzer to be admitted to the building and check in with the lobby desk attendant before proceeding further. Please enter your name in the Visitors Sign-In Book and pick up a Visitor's Pass that must be worn at all times while in the building.

**Student visitors are only permitted under special circumstances preapproved by a building administrator. Approved visitors are not allowed to ride district transportation.**

Volunteers who provide direct services to students or may reasonably be expected to have unsupervised contact with students are considered "independent volunteers" and are required to submit the following three clearances:

1. Pennsylvania State Criminal Background Check (Act 34) - Online: <https://epatch.state.pa.us/Home.jsp>

2. Pennsylvania Child Abuse History Clearance from the PA Department of Child Welfare (Act 151)
3. FBI Fingerprinting

Information on volunteer procedures are available on the district website <http://www.ucfsd.org/volunteers/index.html>

## DAILY CLASS SCHEDULE

Students entering the building from 7:25 - 7:50 AM are to report directly to the cafeteria. Students are permitted to go to their lockers / Advisory period at 7:50 AM. Students are not to be in school prior to 7:25 AM.

|                     |   |
|---------------------|---|
| Warning Bell        | 7:59 AM   |
| Advisory Period     | 8:00 - 8:14   |
| Period 1            | 8:18 - 9:00   |
| Period 2            | 9:04 - 9:46   |
| Period 3            | 9:50 - 10:32  |
| Period 4            | 10:32 - 11:02 (7 <sup>th</sup> Grade Lunch)<br>10:36 - 11:18 (6 <sup>th</sup> Grade)<br>10:36 - 11:18 (8 <sup>th</sup> Grade) |
| Period 5<br>(5-7)   | 11:06 - 11:48 (7 <sup>th</sup> Grade)<br>11:18 - 11:48 (6 <sup>th</sup> Grade Lunch)<br>11:22 - 12:04 (8 <sup>th</sup> Grade) |
| Period 6<br>(8-9)   | 11:52 - 12:34 (6 <sup>th</sup> Grade)<br>11:52 - 12:34 (7 <sup>th</sup> Grade)<br>12:04 - 12:34 (8 <sup>th</sup> Grade Lunch) |
| Period 7<br>(10-12) | 12:38 - 1:20  |
| Period 13           | 1:24 - 2:06   |
| Hawk Time /Activity | 2:10 - 2:43   |
| Dismissal           | 2:43 PM   |

### **SIX-DAY CYCLE**

We run a rotating 6 day cycle (A, B, C, D, E, and F) with 42 minute class periods. If we have a snow day, then we start with the day we missed. For instance, if we missed Tuesday, a "B" day, then the very next day we return would be a "B" day.

## ATTENDANCE REGULATIONS

**Pennsylvania State Law** requires all persons under 17 years of age to attend school full-time and assigns responsibility for regular attendance upon the parents of the student.

The only absences approved by the school are:

- (1) **Verified illness**
- (2) **Medical, dental or Optometrical services**
- (3) **Family trip approved prior to the dates of absence, and under adult supervision**  
*\*One trip per year not to exceed 10 school days per UCFSD Policy*
- (4) **Quarantine by health officers**
- (5) **Bereavement**
- (6) **Court summons by warrant**
- (7) **Religious holidays**

Such excuses should be dated, signed by parent or guardian, and should state definitely the exact day(s) and/or period(s) the student was absent and the reason for absence. Absence from school with the parent's knowledge for baby-sitting, family illness, or any reason other than those listed above, will normally be considered unapproved absences. Habitual unauthorized absence can result in legal action with required court appearances by the offender and parents. When a student is found to be truant from school, the parent will be contacted and informed of the truancy.

### Procedure for Excusing Absences:

A student returning to school following an absence must present a valid excuse note.

**A student with more than 10 unexcused and excused absences will be required to submit a doctor's note for additional absences.**

No student will be allowed to make up work missed or due on a day of an illegal or unexcused absence. Students will receive a **ZERO** for any work missed in class on a day of an illegal or unexcused absence. Students will be given the number of days excused absent to make up work missed; i.e. if absent two days, two days will be given to make up work upon return.

### Procedure for Excusing Lateness:

In the event a student is late in arriving to school, the student must report to the Attendance Counter in the Main Office and sign in. A student must submit an excuse note no later than the following day or discipline will be assigned.

A student with more than **10** latenesses will be required to submit a doctor's note for all additional latenesses. Students who are sent home due to illness during the school day are not permitted to return to school for the remainder of the school day, as well as afternoon or evening activities and sports.

## CFPMS ATTENDANCE GUIDELINES

Charles F. Patton Middle School is in session from 8:00 AM to 2:43 PM. Good attendance is important for success in the Middle School. If a student is absent from school for any reason, a written excuse must be brought to school no later than three days after returning to classes; otherwise, the absence will be considered illegal. Excuses should be turned into the advisory teacher. When the 8<sup>th</sup> absence occurs, a warning letter will be sent home. A doctor's note or school nurse's examination will be required to excuse any additional absences.

### Excused Tardy

**Illness** - with a note from a parent or doctor. A doctor note may be required.

**Appointments** - with a note from the office involved (i.e. dental or medical, legal or other professional appointment) or a parent.

In order to participate in any after school activity, the student must be in school with a written excuse by 11:25 AM.

### Unexcused Tardy

If a student is late for school for a reason other than illness or a medical/dental appointment it will be considered as an unexcused tardy. The consequences for unexcused tardies:

|               |                                     |
|---------------|-------------------------------------|
| 1 - 2         | warning                             |
| 3             | 1 regular detention                 |
| 4             | 1 extended detention                |
| 5             | 1 Saturday detention                |
| 6 and greater | Parent conference and/or suspension |

\* A parent conference may be scheduled to discuss tardiness at any time at the discretion of the assistant principal.

Students are allowed one excused tardy per semester to be eligible for perfect attendance.

## EARLY ARRIVERS

**Please use the cafeteria side of the school when dropping off your child. If dropping off high school students first, please drop off middle school students at the main entrance of CFPMS.** Students arriving from 7:25 AM - 7:50 AM are required to go immediately to the cafeterias. Students may use this time to study, socialize with friends, or purchase food from the cafeteria. Food and drinks are not allowed out of the cafeteria. Students will be dismissed at 7:50 AM to go to their lockers and Advisory period.

## EARLY DISMISSAL

Students leaving before the end of the school day must have a note from home stating the reason for the early dismissal. This note must be brought to the office before 8:10 AM or faxed to the office at [610/347-0421](tel:6103470421). **All students must report to and remain in the office until an adult signs them out.** When picking up students, parents should enter the school office through the main entrance. It is the student's responsibility to report to the office at the designated time. Announcements for students to report to the office **will not** be made.

## FAMILY TRIPS

If a family is planning to take a family trip while school is in session, **they must contact the middle school principal in writing five school days prior to the trip.** The principal will grant or deny an excused absence. She/he will also review the student's academic record. **Such trips are limited to one (1) per school year and shall not exceed ten (10) school days. The student is responsible for requesting make-up work due to a family trip or vacation.** Family trips exceeding the (10) school days will not be approved. A student taking a family trip exceeding ten (10) school days will be withdrawn from the school rolls and truancy charges may be filed if the parents have not made alternative educational provisions approved by the principal.

Assignments will be collected for those students who will be absent for 3 or more days and who have submitted a trip form signed by all of their teachers to the main office.

## A RIDE HOME

Parents or guardians who will be giving students a ride home after school may meet their children on the cafeteria side of the school. This will help to lessen the traffic congestion already caused by bus and high school traffic on the Route 82 side of the school. **We require written parental permission if a student is to leave school with another adult or older sibling.** Notes may be faxed to the Office at [610/347-0421](tel:6103470421). The parking lot facing the high school is closed from 2:20 PM until the buses leave.

## STUDENTS RIDING ANOTHER BUS OR ANOTHER STUDENT'S VEHICLE

If a student plans to visit a friend and ride home on his or her bus or another student's vehicle, **both** students **must** have a permission note from home (**no exceptions**). Both students must have notes even if they ride on the same bus. These notes must be brought to the office by 8:10 AM and students must pick up bus passes in the office at 2:05 PM. **Verbal permission will not be accepted over the phone. Notes may be emailed to [clamborn@ucfsd.net](mailto:clamborn@ucfsd.net) or faxed to the office at [610/347-0421](tel:6103470421) by 8:10 AM.** Students who violate this guideline are subject to disciplinary action.

**Students assigned to other transportation may not use UCFSD buses.**

## WALKERS

If students walk toward Unionville, they are to **cross Route 82 where the crossing guard is located and use the sidewalk.**

## AFTER-SCHOOL ACTIVITIES BUS

The District offers an after-school activities bus for a fee. The bus is designed for middle school and high school students and operates Monday through Thursday. For more information concerning the after-school activities bus, please visit the District's website.

<http://www.ucfsd.org/transportation/activities-bus.html>

## FOOD SERVICES

The middle school participates in the National School Breakfast and the National School Lunch Programs. Breakfast is available until 7:55 AM each school day. Bagels, cereal, breakfast bars, muffins, fruit and a variety of other breakfast items are available. Lunch is also available daily with a variety of entree choices such as pizza, deli sandwiches, garden salads and super sandwiches. Students must take either a fruit or vegetable with their lunch to comply with the National School Lunch guidelines. Menus are posted on the district website and through the "Quick Links" of the CFPMS and District websites.

The middle school students all have cafeteria accounts set up in our computer system. Students may pay cash each day however, they must still enter their student ID number when making a purchase. **Students** are notified when their account is getting low. Low balance letters are **not** sent home at the middle school level. If necessary, a student may charge **one lunch** if they have a negative balance but they may not charge ala carte items. Parents may send in cash or a check made payable to "UCF Cafeteria". We also have an online payment system at <http://www.schoolcafe.com> you may use a credit card or debit card.

**Positive account balances will transfer from the district's elementary schools to the middle school and from the middle school to the high school.** If you have any questions about the Food Service Department, please call the Food Service office at 610-347-0970, ext. 3334.



## STUDENT SERVICES

### COUNSELING DEPARTMENT

UCFSD Counseling Program Mission Statement: The mission of U-CF Counseling Department is to provide a comprehensive, developmental counseling program addressing the academic, career, and personal/social development of all students. In partnership with educators, parents, business/community, and post-secondary stakeholders, school counselors facilitate the support system which empowers all students in the UCFSD to succeed in life and contribute to society by unlocking the potential in all of us. **Please visit the Patton School Counseling department's website for more information <http://cfpms.ucfsd.org/counseling.html>.**

#### School Counseling Activities

- Individual counseling
- Individual student check-ins
- Consultations with students, teachers and parents
- Classroom Observations
- Present Guidance Lessons
- Social/Emotional groups
- Attend weekly meetings with teachers
- Coordinate Transition Camp for new students and 6th graders
- Coordinate Heritage Day
- Technical College High School Liaison
- MS & HS Course Selection
- Coordinate Homebound Instruction
- Coordinate Student Ambassador Program
- Provide referrals for outside therapists when requested by parents

**Mrs. Susan McMahon** is the counselor for 6th grade students.  
smcmahon@ucfsd.net or phone ext. 3819

**Mrs. Jackie Battinieri** is the counselor for 7th grade students  
jbattinieri@ucfsd.net or phone ext. 3827

**Mrs. Jewell Thacher** is the counselor for 8th grade students  
jthacher@ucfsd.net or phone ext. 3825

### HEALTH

Student Health Services have been developed in accordance with the School Laws of the Commonwealth of Pennsylvania to help all children as they develop physically, mentally, and emotionally. Please contact the school nurse anytime you have a question or concern.

**Ill or Injured Students** should report to the school nurse. Parents or emergency contacts will be called if it is necessary for a student to be excused from school or if treatment is needed. In the event of a severe illness or injury, emergency services will be called and the student will be transported to the nearest hospital.

#### **These symptoms indicate that a student should not attend school:**

- Fever in the last 24 hours (100 degrees or above) - without Tylenol or ibuprofen
- Vomiting in the last 24 hours
- Diarrhea in the last 24 hours
- Unidentified rash
- Draining eye/eyes

**Documentation** from a healthcare provider should be given to the school nurse following illnesses or injuries causing limitations to physical activities.

**Screenings** for height, weight, and vision are completed throughout the school year and anytime on request.

- Height and weight: every year
- Vision: every year
- Hearing: K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 7<sup>th</sup>, and 11<sup>th</sup> grades
- Scoliosis: 6<sup>th</sup> and 7<sup>th</sup> grades

An annual "District Health Screenings Report" will be sent home as a record of all screenings and body mass index (BMI) performed during the school year. Referrals are sent home when any possible problem is found with vision, hearing or scoliosis.

**Physical and Dental Exams** are required in grades as explained below and forms are available in all schools or downloaded from the school's website. After completion, the examination forms must be submitted to the school nurse.

- A **physical examination, within the past year**, is required for all **kindergarteners, 6th graders, 11th graders and all students new to Pennsylvania schools**. This exam can be completed by your private healthcare provider or by the school doctor at no charge.
- Pennsylvania requires a dental examination, **within the past year**, for all **kindergarteners, 7th graders and all students new to Pennsylvania schools**. This exam can be completed by your family dentist or by the school dentist at no charge.

**Immunization requirements** must be met for children to attend school. Please provide updates to the school nurse's office whenever your child receives a new immunization. Exceptions can be made for certain medical or religious reasons. Written requests for exceptions must be on file in the nurse's office. State legislation makes it mandatory for children attending school to have the

following immunizations:

- Tetanus, Diphtheria, Acellular Pertussis - 4 doses
- Polio - 4 doses
- Measles, Mumps, Rubella - 2 doses
- Hepatitis B - 3 doses
- Varicella - 2 doses or evidence of immunity

Children attending **7th grade and above** need these additional immunizations on the first day of school:

- Tetanus, diphtheria, acellular pertussis (Tdap) - 1 dose
- Meningococcal conjugate vaccine (MCV) - 1 dose

**Medications** may not be carried in school and must be stored in the nurse's office. Exceptions at the middle school and high school levels: Epipens and inhalers are considered emergency medications and may be carried if a physician's written request is on file in the nurse's office. **Non-prescription medication and prescription** should be in the original container accompanied by written parent permission and physician permission. **Acetaminophen, Ibuprofen, and Benadryl are the only medications that do not require physician permission.** A parent/guardian or a responsible adult designated by the parent/guardian should deliver all medications to the school. No more than a 30-school day supply for any one medication should be stored at school. Parent permission for some over-the-counter medications can be completed on PowerSchool.

**Field trip medications** should be supplied from home in the original container and carried by the trip chaperone or nurse. When a nurse is not on a trip, medication will be self-administered under supervision of a chaperone.

### Concussions

- Students who sustain concussions are affected academically, as well as in their physical activities and sports.
- Documentation of the concussion, and prescribed restrictions, are required as soon as possible after the concussion occurs. This documentation must come from a physician, in a letter or on the UCF district concussion form, in order for our school to put accommodations in place.
- Regular physician updates of the restrictions, preferably every 2 to 4 weeks, are required for appropriate concussion management and will be shared with teachers.
- Some school activities, i.e. field trips, standardized testing, PIAA sports will require specific physician instruction regarding participation.
- Please refer to the district website for further information and resources. <http://www.ucfsd.org/health-services/index.html> and click on "Concussions" on the left side of the page.

### HELP TEAM

The Middle School has a HELP (Helping Everyone Live Positively) Team, whose goal is to provide a system of early identification, intervention, referral and aftercare for students who are experiencing social, emotional, or substance abuse problems. The HELP Team is composed of teachers, administrators, school counselors and school social workers. The team's main focus is accessing and mobilizing resources to remove nonacademic barriers preventing students from learning.

Students may refer themselves, another student, or go directly to a team member with a concern or leave an anonymous letter in the HELP locker. Staff and parents may also refer a student who they feel is exhibiting signs of an "at risk" behavior. These signs may include defiance, belligerence, truancy, abuse, neglect, depression, suicidal intent, or drug and/or alcohol abuse.

### READING SUPPORT SERVICES

Reading support is offered to sixth, seventh, and eighth graders as a supplement to existing language arts curriculum. Students will receive instruction in a small group setting. In addition, students may participate in computer based fluency/comprehension programs during Hawk Time for parts of the school year. Most students receive short-term intensive instruction, however, individual needs will dictate the duration of support. The goal of the middle school Reading Support program is to help students become independent, strategic and lifelong readers. Instruction at this level places emphasis on reading fluency, vocabulary development, comprehension, and written expression.

### INSTRUCTIONAL SUPPORT TEAM (IST)

Regular education students are referred to the Instructional Support Team (IST) when they exhibit academic needs that require the attention of educational specialists. These specialists can include the instructional support coordinator, reading specialist, speech therapist, school counselors, school social worker, school psychologist, and/or school nurse. The team's work involves an ongoing process of identifying student needs.

The Instructional Support Team process includes:

- Input from teachers and parents at a team meeting
- Interventions implemented in the classroom prior to being referred to the instructional support team
- Collecting data as interventions are being implemented
- Referral determination
- Specific interventions implemented based on collected data (if referred). These interventions are intended to provide educational support and/or remediation.

## LEARNING TO LEARN

Students are placed in the Learning to Learn (LTL) program through the Instructional Support Team process described above. All students are fully enrolled in regular education core classes and participate in the LTL program to receive direct strategy instruction in identified areas of need. Based on the student's schedule, the LTL class will take the place of a study hall, enrichment class, or foreign language.

## ACADEMIC LEARNING SUPPORT

Students may receive support either in the Learning Support classes or in the regular education classes. Regular education classes may be supported by special education staff. Students may meet regularly with the Learning Support teacher to receive support in their areas of need, discuss current academic status and work on IEP goals. Each student's plan is individualized according to need. Ongoing parent contact, diagnostic evaluations and skill development through the delivery of curriculum are an integral part of the program.

## GIFTED RESOURCE

The Academically Talented Program or "AT" is the name of the Unionville-Chadds Ford District's gifted resource program. It is designed to meet the needs of identified gifted students by providing them with challenging learning opportunities through a program of enrichment. At the middle school, this integrated program emphasizes the development of creative and critical thinking and problem solving skills in a variety of content areas. There are specific criteria established at the state and local level for eligibility in the gifted program. Also, sixth grade AT students will participate in the AT/Literacy class and seventh grade AT students will participate in the AT/Nonfiction Writing class; compacted classes designed to alleviate students being pulled to receive gifted resource. You may find more information about the program at the CFPMS AT website located under "Enrichment".

## ACADEMICS

## GRADING SYSTEM

Each marking period grade will be reported as a percentage. Year-end grades will be calculated based on percentages. Year-end grades will be reported on the report card as a letter grade. Pluses (+) and minuses (-) will be used to indicate the student's standing within each letter grade range.

Achievement standards for grades 6 - 8:

|               |     |              |     |                  |
|---------------|-----|--------------|-----|------------------|
| A+ = 97 - 100 | 4.3 | C+ = 77 - 79 | 2.3 | F = below 60 - 0 |
| A = 93 - 96   | 4.0 | C = 73 - 76  | 2.0 |                  |
| A- = 90 - 92  | 3.7 | C- = 70 - 72 | 1.7 |                  |
| B+ = 87 - 89  | 3.3 | D+ = 67 - 69 | 1.3 |                  |
| B = 83 - 86   | 3.0 | D = 63 - 66  | 1.0 |                  |
| B- = 80 - 82  | 2.7 | D- = 60 - 62 | .3  |                  |

## HONOR ROLL

Each marking period students who attain the following grade point averages are eligible for the honor roll: Distinguished Honors 4.0 - 4.3 and Honors 3.7 - 3.99. Grades are weighted based upon the number of class meetings per cycle and the length of the course.

## INCOMPLETE GRADES

Students receiving a grade of incomplete must make up work within **two weeks** (ten school days after the end of the marking period) or receive an F. Students in enrichment classes will have additional make up time as determined by the enrichment teacher. Enrichment classes that switch at the midway point of the marking period will have two weeks after the change to make up work. (This only applies to marking periods 1, 2 and 3.) Under extenuating circumstances, administrators may grant extensions.

## REPORT CARDS AND POWERSCHOOL

Report cards are electronically available each marking period. Parents who wish to receive a paper report card will have to make that request on the Parent Portal of PowerSchool. Parents who have a question or wish to request a conference should call 610/347-2000.

PowerSchool is the UCFSD's online student information system. PowerSchool is available to students and the parents/guardians of students attending C.F. Patton Middle School and Unionville High School. Usernames and passwords are assigned to students and parents to access PowerSchool through the link on the school's web site or directly: <https://ps.ucfsd.org>

The following information is accessible through PowerSchool:

- **Grades and Attendance:** View current grades, attendance, and the current quarter attendance totals
- **Grades and History:** View all previous grades for the current year
- **Attendance History:** View all this year's previous attendance
- **Email notification:** Sign up for automatic email notifications (accessible to parents only)
- **Teacher comments:** View all current teacher comments
- **Class Registration:** Students may request classes for the next year

We hope that you encourage your student to take ownership of their own progress and use this tool wisely to nurture their independence and maturity. For this purpose the students have their own username and password separate from the parent/guardian password, called their "Campus Login". Students will be required to change their passwords periodically. If parents have forgotten their password, please contact Mrs. Curtis-Treibl in the main office.

## PERFECT ATTENDANCE

A student must have **no** absences, **no** disciplinary exclusions, **no more than one** excused tardies and **no** unexcused tardies per school year to qualify for perfect attendance. Students attending “Take Your Child to Work” will be granted an exception as long as the school has prior notification.

### **ADVISORY & HAWK TIME**

#### **ADVISORY**

This program is designed to provide each student with opportunities to interact with a caring adult and peers in a small group setting every day. Each staff member will be an advocate for approximately 15 - 18 students and actively monitor their academic and social development. With the guidance of a caring teacher-advisor, the student's middle school experience should be positive and less stressful. A goal of Advisory is to help the student develop a sense of belonging and ownership in the middle school community.

#### **BULLYING PREVENTION PROGRAM**

Advisory period also allows our school to implement the Olweus Bullying Prevention Program. The goals of this program include the reduction of existing bullying behaviors, the prevention of the development of new bullying behaviors, and to foster the development of teacher and peers relations at school. These goals are achieved through bi-weekly class meetings that provide a forum for discussing these issues and building a sense of community.

UCFSD is committed to providing a safe, positive educational experience for all students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the environment necessary for student learning, and creates the possibility of additional serious incidents.

The Board prohibits bullying by District students in a school setting or outside a school setting, as defined in [Policy No. 249](#)

**Report incidents of bullying to your child's school counselor or administrator.**

More resources: [District Bullying policies and forms](#)

[CFPMS Counseling Office / Bullying Prevention](#)



Hawk Time (or Activity Period) occurs everyday at 2:10 PM. This is the time when students participate in music, Hawk Time activities, team activities or enrichment activities.

This year's schedule is as follows:

#### **Monday Hawk Time**

During the Monday activity period students remain on their specific teams to participate in various activities with their team or advisory.

#### **Tuesday, Wednesday, Thursday**

During the Tuesday, Wednesday and Thursday activity period students have the opportunity to participate in chorus, band, orchestra and/or other special music ensembles. In addition, students can complete homework, meet with individual teachers for subject area assistance or participate in the peer tutor program.

#### **Friday**

During the Friday activity period (2:10 - 2:43), students have the opportunity to participate in a variety of enrichment activities. School service and music activities meet during this time and include Student Council, Yearbook, Hawk TV, Jazz Band and String Ensemble. Students not enrolled in a school service or music activity have a variety of options to choose from including athletics, art activities, classroom games, technology activities, study halls, reading/writing activities, and a variety of other enrichment opportunities.

### **ANNUAL ACADEMIC ACTIVITIES AND COMPETITIONS**

Academic activities and competitions are offered to C. F. Patton Middle School students annually. Practices are held after school. Most competitions take place during the school day, with the exception of Mathcounts, which is held on a Saturday. Some of the activities require students to try out, as well as a fee for competitors as noted below:

GEOGRAPHY BEE ~ no fee      SPELLING BEE ~ no fee  
MATHCOUNTS ~ no fee  
FORENSICS ~ Speech and Debate ~ \$10.00  
STEM COMPETITION ~ \$10.00  
MATCH 24 (6<sup>TH</sup> and 7<sup>th</sup> Graders) ~ \$10.00  
CHESTER COUNTY SCIENCE & RESEARCH COMPETITION ~ \$10.00

Please contact Ms. Stump at [jstump@ucfsd.net](mailto:jstump@ucfsd.net) for more about Math Counts. For all other activities and competitions, please contact Mrs. Schuster at [jschuster@ucfsd.net](mailto:jschuster@ucfsd.net) or Mrs. Knauer at [mknauer@ucfsd.net](mailto:mknauer@ucfsd.net).

## SPECIAL CLUBS

### TV STUDIO

HawkTV is a daily, live morning newscast, which is broadcast throughout the school. This entirely student-produced program is comprised of students working both on camera as presenters as well as behind the scenes in the production crew. Students and teachers are also involved in the broadcast through special announcements as well as student-created videos.

### MUSIC PERFORMANCE GROUPS

Students are strongly encouraged to participate in one or more of our performance groups: Band, Chorus, Orchestra and Handbell Choir. Each group performs two concerts a year in the winter and spring. All groups rehearse once a week during Hawk Time (1:46-2:20) with the exception of Handbell Choir.

Tuesday – 6th Grade Band, 7<sup>th</sup>/ 8th Grade Chorus, 6<sup>th</sup> Grade Orchestra  
Wednesday- 6th Grade Chorus, 7<sup>th</sup>/ 8th Grade Band, 7<sup>th</sup>/ 8th Grade Orchestra  
Thursday 2:30 - 3:45 Handbell Choir  
Thursday – Vocal Ensemble, Men’s Ensemble, Seasonal Bands:  
Wind Ensemble (fall), Honors Band (winter)  
Friday - Jazz Band

These are scheduled classes and those students who have signed up are required to attend all rehearsals and concerts.

### CHORUS, VOCAL ENSEMBLE, & MEN'S ENSEMBLE

All students are invited to join chorus and all male singers are invited to join Men's Ensemble. Vocal Ensemble is a select group of singers through audition. Ensemble are graded performance classes held during Hawk Time. Our choral groups perform various styles of choral repertoire in an evening concert in December and May. We also perform in and around our community for special events.

### INSTRUMENTAL MUSIC PROGRAM

Instrumental instruction is available through the school as part of the Band and Orchestra performing ensembles. Instrumental lessons on band and string instruments are scheduled on a rotating basis throughout the school day in addition to ensemble rehearsals during Hawk Time. Students are given one lesson per week on their instrument.

### LIBRARY <http://cfpms.ucfsd.org/library.html>

Our library is a hub of activity and an excellent source of information. Students have the opportunity to access a variety of information from resources such as books, Ebooks, databases, online resources, magazines, videos, DVDs and playaways.

### STUDENT COUNCIL

Student Council elections are held in September each school year. Offices for Student Council are President, Vice President, Treasurer, Parliamentarian, Corresponding Secretary, and Recording Secretary. Eighth graders may run for all offices, while seventh graders may run only for the offices of Corresponding Secretary and Recording Secretary. Each grade level will elect 6 representatives. Team representatives will attend meetings during the club period. The Student Council is responsible for allocating funds derived from the Magazine Drive. These funds are distributed to the faculty members for educational resources following discussion and approval by Council members. Student Council also sponsors school activities such as the canned food drive, 5<sup>th</sup> grade visitation tours, community outreach programs, and open house activities.

## EXTRACURRICULAR ACTIVITIES

### HAWK NIGHTS: Dances for 7th & 8th Grades and 6th Grade After School Mixers

School activities such as Hawk Nights are an important part of the social education process. We encourage student participation, and we stress the importance of appropriate behaviors. Fees collected during each dance will be used to reduce the cost of school-sponsored field trips. Dances are a privilege, and a student must attend school the day of a dance if he/she is to participate in this activity. **Only 6th grade students may attend afternoon activities. Only 7th and 8th grade students may attend evening Hawk Night activities.**

1. **Seventh and 8th grade** students are to wait on the sidewalk on the event-side of the building until the doors open for the dance. Doors are closed 30 minutes after the dance begins. No one will be admitted after that time unless prior arrangements have been made with the teacher in charge, or unless the student is accompanied by a parent. Parents will be called to pick up students who are outside the building once the doors are closed and the dance begins.

**Sixth grade** After school mixer activities are held in the large. No sixth grade student will be admitted after 15 minutes once the mixer activities begin, unless accompanied by his or her parent.

2. Students are not permitted in any part of the building other than the gym area, locker room lavatories and cafeteria.

3. Food or drinks are to be consumed in the cafeteria and are not permitted in any other area of the school.

4. No students will be permitted outside the building prior to the conclusion of Hawk Night activities. **Parents** may come to the door to pick up their children at any time.

5. School rules apply at all Hawk Night activities. Any unacceptable behavior will result in disciplinary action.

6. Seventh and 8th grade students should arrange transportation home in advance and must be picked up promptly at the end of the dance. Students picked up 15 minutes after the end of the dance will lose the privilege of attending the next Hawk Night.

Sixth grade students should arrange transportation home in advance and must be picked up promptly. Students picked up 15 minutes after the end of the dance will lose the privilege of attending the next mixer activity.

#### **AFTER-SCHOOL LANGUAGE CLUBS**

The PTO sponsors after-school clubs in Spanish, French, and Chinese for 6th, 7th and, 8th grade students. These clubs offer glimpses into the culture of certain countries, and practice with languages spoken in these countries around the world. After-school language clubs meet once per week from September to March. There is a charge for these courses.

#### **HANDBELL CHOIR**

Handbell Choir is an extra-curricular music performance group that offers students the experience of learning and performing with others to create beautiful music through the playing of handbells and handchimes. Students will develop and refine ringing techniques with three octaves of bells and two octaves of chimes. Students learn how to play level one and two music, understand their assigned parts in the diatonic and chromatic scale, and learn how to care for and clean the bells.

Members must have some ability to read music notation to be a successful ringer. Attendance to rehearsals is required which is held once a week after school on Thursday until 3:45 p.m. Students will also perform in two evening concerts in December and May.

#### **MIDDLE SCHOOL THEATER**

Each year the middle school offers an Afterschool Drama Club that meets once a week. Students will learn about multiple aspects of theater while working up to a final performance showcase of the plays in a minimalist style of theater. Under the guidance of the Drama Club supervisors, students will write their own scripts in true playwright format and then they will perform, direct, and crew the production. In addition, the club opens each time with students engaging in theater games and activities that help develop a sense of character, focus, imagination, concentration, and being part of an ensemble. This club is open to all grade levels.

### **SPORTS TEAMS**

School-sponsored sports are for 7th and 8th grade students only, per PIAA rules.

#### **Boys Sports & Fees**

Cross Country - Fall ~ \$25.00  
Soccer - Fall ~ \$50.00  
Football - Fall ~ \$75.00  
Basketball - Winter ~ \$75.00  
Wrestling - Winter ~ \$50.00  
Baseball - Spring ~ 50.00  
Lacrosse - Spring ~ \$50.00  
Track - Spring ~ \$25.00

#### **Girls Sports & Fees**

Cross Country - Fall ~ \$25.00  
Soccer - Fall ~ \$50.00  
Volleyball - Fall ~ \$50.00  
Field Hockey - Fall ~ \$50.00  
Cheerleading - Fall & Winter  
~ \$25.00 each session  
Basketball - Winter ~ \$75.00  
Softball - Spring ~ \$50.00  
Lacrosse - Spring ~ \$50.00  
Track - Spring ~ \$25.00

In order for your child to participate in their sport, they must have a current physical examination. Prior to any student participating in sports at any PIAA member school in any school year, the student is required to (1) complete a Comprehensive Initial Pre-Participation Physical Evaluation (CIPPE); and (2) have the appropriate person(s) complete the first six sections of the CIPPE form. Upon completion of Sections 1 and 2 by the parent/guardian; Sections 3, 4, and 5 by the student and parent/guardian; and Section 6 by an Authorized Medical Examiner (AME) – this can be an MD, DO, PAC, CRNP or SNP; those sections must be turned in to the Main Office. **The due date for Fall Sports is 08/14/2017.** This allows time for the form to be reviewed prior to the start of the sports season. The CIPPE may not be authorized earlier than June 1, 2017, and shall be effective, regardless of when performed during a school year, until the next May 31<sup>st</sup>. This date allows the Authorizing Medical Examiner to review a physical conducted prior to June 1<sup>st</sup> and authorize it as current and acceptable for the upcoming sport's season. The most recent version of the PIAA CIPPE is dated March 17, 2016, and can be downloaded from the CFPMS Athletic-Training website in the Physicals tab, along with instructions for completion. It can also be downloaded from the CFPMS Athletics page or you can go to the PIAA website <http://www.piaa.org> under Resources, then Forms. **Physicals turned in on any form other than the current and official PIAA CIPPE form will not be accepted.**

For Winter and Spring seasons, completion of Section 7 of the CIPPE by the parent/guardian, with signature by the athlete, will be required if the athlete played a previous sport or if the physical was conducted more than 6 weeks before the start of the Winter or Spring sport. If any “Yes” answers are indicated in the supplemental health history at the bottom of Section 7, Section 8 will need to be completed by the treating physician in order to clear the athlete for participation. Section 9 is for wrestlers only and does not need to be completed as part of the physical exam.

All students are required to pay a NEW fee for the sport for which they wish to participate. Each sports fee is shown above and each subject to change for each sport each season. Checks are to be made out to the Charles F. Patton Middle School. This fee will be collected and recorded by the coach before a student is able to play in his/her first game.

All of our sports practices should be over by 5:00 PM. Parents should arrive promptly to pick up students. If students have a ride conflict, they should make arrangements to wait at a friend's house for their parents. Please be courteous; our coaches have other obligations and families at home.

**All participants in extracurricular activities must report to school by 11:00 AM if they are to participate that day. In the event of a weekend activity, students must attend school the last school day prior to the event.**

A schedule for athletic events can be found on the school's web site, in *The Hawkeye News*, in the District Calendar, or

<http://www.digitalsports.com/viewmyschedule.aspx>

The directions on how to use the viewmyschedule website are available on the CFPMS athletic website.

## MISCELLANEOUS

### **HOMEWORK FOR ABSENTEES**

Parents or guardians may call the office at **610/347-2000 BEFORE 9:00 AM** to request homework if a student has been absent for **two or more consecutive days**. We ask that you speak directly with a member of the office staff when making this type of request. Please do not leave requests for class and/or homework assignments on staff members' voice mail systems or staff members' e-mail. School personnel will retrieve needed books and materials from lockers. Parents are asked to collect all materials in the office to insure that all assignments reach the student. The materials will be available on the table located in lobby of the **main office from 2:55 to 3:25** the day the request is received.

### **HOMEWORK AND SUPPLIES**

Homework is important because it is a valuable aid in helping children make the most of their experience in school. Homework reinforces what has been taught in class, prepares students for upcoming lessons, and helps to develop self-discipline, responsibility and organizational skills.

Students should receive a letter during the summer notifying them which team they will be on and detailing the supplies they will need to start the school year. This information may also be found on the school's web site.

### **STUDENT PLANNERS**

All students are issued a student planner on the first day of school. The student and parent signature is required to be signed and returned to school for filing. Every student is expected to keep his/her planner up-to-date, meaning homework assignments and learning statements should be recorded each day for each subject. The student planner is an excellent communication tool for

parents and teachers and it provides a fundamental basis for developing students' organizational skills. Some teams have a planner policy that asks parents to help the teachers by signing their child's planner on a regular basis. Both teachers and administrators check planners regularly.

### **LOCKERS**

Students are assigned an advisory locker as well as a gym locker and lock at the beginning of the school year. Lockers are to be kept clean at all times. For personal safety and school security all lockers must remain locked when not in use, and combinations **must not** be shared with other students. If a student brings a combination lock from home, the combination must be registered with the office.

School lockers and desks are property lent to students for their convenience and remain school property. School authorities may search a student's locker or desk without prior warning in seeking contraband because, standing in "loco parentis," school authorities are charged with the safety of all students under their care and supervision. Any illegal materials found will be seized and such materials may be used as evidence in disciplinary, juvenile, or criminal proceedings. Also, students are not to place stickers in or on lockers.

### **LOST AND FOUND**

The "Lost and Found" is located in the hallway outside the cafeteria. Toward the end of each marking period, reminder announcements will be shared with students leading up to the last day of the quarter. Any articles of clothing remaining after the marking period ends will be given to organizations that provide clothing to those in need.

### **STUDENTS WHO FORGET ITEMS AT HOME**

If a student telephones home for forgotten lunches, books, projects, etc., they must come to the office to get these items. **Students will not be called to the office from classes for forgotten materials.**

### **CELL PHONES**

Unless a student has permission from a staff member, **cell phones are not to be used and should be turned off during school hours and stored in the student's locker**. Text messaging is not allowed during school hours. A cell phone that is used by a student during school hours, without staff permission, will be confiscated and given to the staff in the main office. Students can pick up their phone in the main office at the end of the day. A second offense will require a parent to come to school to pick up the phone.

### **STUDENT PHONE**

A phone is available in the Main Office to use during school hours in case a student must phone home. A student must have a pass from a teacher to use the phone.

## **TECH ED and FAMILY CONSUMER SCIENCE BILLS**

Each year students in the middle school are required to pay a fee to cover the additional materials costs for both Tech Ed and Family and Consumer Science. We request that all fees be paid by personal check payable to "Charles F. Patton Middle School" or by cash.

## **RETURNED CHECKS**

There will be a **\$20** charge for any check returned to the school for insufficient funds. If there should be a second check returned, only cash will be accepted.

## **TEXTBOOKS**

Students are responsible for the care of their textbooks. A fee will be charged if textbooks are lost or returned in poor condition. The student's name must be written in the textbook.

## **FIELD TRIPS**

Students take a variety of educational and team-building field trips throughout the year. Permission slips will be sent home to be signed and returned to the school.

## **DRESS AND GROOMING GUIDELINES**

### **GENERAL STATEMENT:**

The Unionville-Chadds Ford School District considered basic guidelines when determining appropriate school attire. These guidelines include:

1. Modesty
2. Cleanliness
3. Health
4. Preservation of the Educational Environment
5. Safety

We at UCFSD believe that student dress and overall appearance should foster a positive and productive environment and should reflect pride in one's self as well as in our school. We further believe that student dress and appearance is a shared responsibility of the home and the school.

The administration will make the final judgment on the appropriateness of clothing and/or appearance, and reserves the right to prohibit students from wearing any articles of clothing or other items which lead to or may foreseeably result in the disruption of or interference with the school environment. In the event the administration determines a student's dress is inappropriate for school in accordance with these guidelines, the administration will then require the student to change.

## **SECTION I - GENERAL**

1. Tattered, torn, or ripped clothing is prohibited
2. Excessive baggy pants or baggy clothing is prohibited
3. Under clothing may not be exposed
4. Skin-tight clothing is prohibited

## **SECTION II - TOPS**

The following items are unacceptable: Muscle shirts, spaghetti strap/halter/mesh tops, see-through blouses or shirts, tube tops or crop tops. Tops should completely cover undergarments. Tank tops must be worn with undergarments that are completely covered.

Any top that is skin-tight, or allows the midriff, cleavage, undergarments, or bare back to be exposed is not permitted.

Coats, jackets, or garments designed for protection from outside weather are not to be worn in school and should be secured in lockers during the school day.

## **SECTION III - PANTS, SHORTS, SKIRTS, SKORTS**

1. Pants, shorts, skirts and skorts must be secured and worn no lower than the hip. Low riding, sag style is not permitted.
2. Length of pants should not extend beyond the bottom of the shoe and should not drag on the floor, to a point of being unsafe.
3. Tear-away pants, boxer shorts worn as outerwear are permitted only if worn over other clothing.
4. All shorts, skirts, skorts, and slits in skirts must touch the bottom of the fingertips with arm fully extended.
5. Cutoffs, or clothing with holes, of any type are not permitted.

## **SECTION IV - OFFENSIVE DRESS**

1. Clothing, patches, buttons, pins, jewelry, back packs are not permitted if they: Have sexually suggestive writing/pictures; advocate violence, advertise or promote the use of tobacco, alcohol, or drugs; have double meaning wording or obscene language/gestures, disrespectful, or satanic in nature.
2. A tattoo must be covered if it: has sexually suggestive writing/pictures, advocates violence; advertises or promotes the use of tobacco, alcohol or drugs, disrespectful, prejudicial, or satanic in nature.

## **SECTION V - FOOTWEAR**

1. Appropriate footwear must be worn at all times
2. Any shoe that poses a safety hazard is not permitted
3. Shoes with laces must be tied.
4. Sandals and flip-flops are permitted unless prohibited by a specific class activity as determined by the teacher.

## SECTION VI - JEWELRY

1. Spiked jewelry, chains, or any jewelry that could cause injury or constitute a hazard are not permitted.

## SECTION VII - HEADWEAR

1. Hats, caps, bandanas, sunglasses, visors, and sweatbands are not permitted.

## SECTION VIII - HEALTH AND HYGIENE

1. Any apparel that is judged to be unhealthy or unsanitary (e.g., clothing that is dirty and/or gives off a foul odor) is not permitted.
2. Each student is expected to maintain good personal hygiene.

**The Administration will give consideration to the appropriateness of the above for "Spirit Days" and special events.**

### STUDENT CODE OF CONDUCT

The Unionville-Chadds Ford School District's Student Code of Conduct can be found on the school district web site at

<http://www.ucfsd.org/policy-center.html>

### SCHOOL RULES

1. Students are permitted to chew gum unless otherwise directed per the staff member's class and/or activity rules. If this becomes a problem, building administration reserves the right to revoke this permission school-wide.
2. Students may not take book bags into the library or other classrooms. All book bags must be kept in lockers.
3. Students are not permitted to wear hats in school.
4. Students are not permitted to wear clothing that promotes drugs or alcohol, or has sexual connotations. Please see the UCFSFSD website ([www.ucfsd.org](http://www.ucfsd.org)) for a complete listing of the dress code.
5. Students are not permitted to have electronic devices in classes or hallways unless for academic purposes. Unless a student has permission from a staff member, **cell phones are not to be used and should be turned off during school hours and stored in the student's locker.**
6. Students may not leave the building without permission from a teacher or the office.
7. Students must have a note from their teacher to go to the nurse or school counselor or to use the phone in the office.
8. Students must sit by advisory groups during an assembly unless directed otherwise.
9. Student visitors must be approved by the office and team leader before the day of visitation. Visitors are not permitted during the first ten or the last ten days of the school year.
10. Students should not report to school before 7:25 AM or be in other team hallways after 8:00 AM.

11. Students who provide extra locks for their lockers **must** supply the office with a duplicate key or the combination.
12. Students are not permitted to sell any items in school unless approved by the main office.
13. Students are not permitted in the cafeteria after 3:05 PM.
14. Students will pay a \$5.00 fee for use of an elevator key. This fee will be refunded when the key is returned or used to cover replacement costs of lost elevator keys.
15. All items not required for class should remain in the student's locker. Teachers have the authority to determine the required materials for class.

### TEAMS

Charles F. Patton Middle School consists of six teams or six "little schools within a school." Each team has a team leader who teaches along with the other teachers. Teams consist of a heterogeneous grouping of students.

#### 2017 - 2018 Team Configuration\*

|        |             |             |
|--------|-------------|-------------|
| A Team | 6th grade - | 5 teachers  |
| B Team | 6th grade - | 4 teachers  |
| C Team | 6th grade - | 4 teachers  |
| D Team | 7th grade - | 7 teachers  |
| E Team | 7th grade - | 7 teachers  |
| F Team | 8th grade - | 14 teachers |

*\* subject to change*

## CURRICULUM

### **6TH, 7TH, AND 8TH GRADE MATH**

The math classes at the middle school are designed to challenge each student based upon their strengths and weakness. A series of placement criteria are used to match each student with the appropriate level of instruction. The current math program at the middle school uses the most recent research and directives from professional organizations.

Math sequence changes in the Middle School:

Students in the middle school are able to change their math sequences during their middle school years. During the school year, teachers assess their students regularly. If a teacher finds that a student is not in the correct level of class, the teacher will communicate with the parents and counseling department about a possible change of class.

If you have any questions, please contact your child's math teacher.

**The following textbooks are used for 6th Grade Core Math, 6th Grade Extended Core Math, and 6th Grade Pre-Algebra classes:**

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 1A, ISBN 978-547-55936-0, Copyright 2012

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 1B, ISBN 978-547-56012-0, Copyright 2012

### **6th Grade Core Math**

**Objectives:** The Core curriculum will concentrate on applying the foundation concepts of higher math to real world situations to gain a deeper understanding of the underlying mathematical concepts. This course will follow the common core's greater emphasis on problem solving.

**Homework:** Students should expect to be assigned homework three to four days per week.

#### **6<sup>th</sup> Grade Core Curriculum:**

- Positive Numbers and the Number Line
- Negative Numbers and the Number Line
- Multiplying and Dividing Fractions and Decimals
- Ratio
- Rates

- Percent
- Algebraic Expressions
- Equations and Inequalities
- The Coordinate Plane
- Area of Polygons
- Surface Area and Volume of Solids
- Introduction to Statistics (includes box & whiskers plot)
- Measures of Central Tendency

### **6th Grade Extended Core Math**

**Objectives:** The Core curriculum will concentrate on *applying* the foundation concepts of higher math to real world situations to gain a deeper understanding of the underlying mathematical concepts. This course will follow the common core's greater emphasis on problem solving. **This level of math will move at a faster pace and be solving more difficult word problems compared to the Core level of math.**

**Homework:** Students should expect to be assigned homework four to five days per week.

#### **6<sup>th</sup> Grade Extended Core Curriculum:**

- Positive Numbers and the Number Line
- Negative Numbers and the Number Line
- Multiplying and Dividing Fractions and Decimals
- Ratio
- Rates
- Percent
- Algebraic Expressions
- Equations and Inequalities
- The Coordinate Plane
- Area of Polygons
- Surface Area and Volume of Solids
- Introduction to Statistics (includes box & whiskers plot)
- Measures of Central Tendency

### **6th Grade Pre-Algebra:**

**Objectives:** The Core curriculum will concentrate on *applying* the foundation concepts of higher math to real world situations to gain a deeper understanding of the underlying mathematical concepts. This course will follow the common core's greater emphasis on problem solving. **This level of math will move at a faster pace and be solving more difficult word problems compared to the Extended Core level of math.**

**Homework:** Students should expect to be assigned homework four to five days

### 6<sup>th</sup> Grade Pre-Algebra Curriculum:

- Positive Numbers and the Number Line
- Negative Numbers and the Number Line
- Multiplying and Dividing Fractions and Decimals
- Ratio
- Rates
- Percent
- Algebraic Expressions
- Equations and Inequalities
- The Coordinate Plane
- Area of Polygons
- Surface Area and Volume of Solids
- Introduction to Statistics (includes box & whiskers plot)
- Measures of Central Tendency
- Integer Operations
- Fraction Operations (includes negative fractions)
- Decimal Operations (includes negative decimals)
- Algebraic Equations (multi-step equations with variables on both sides)
- Arithmetic Properties

### 7<sup>th</sup> Grade Core Math

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 2A, ISBN 978-0-547-56007-6, Copyright 2013

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 2B, ISBN 978-0-547-56010-6, Copyright 2013

**Objectives:** This course is a pre-algebra / pre-geometry course which will provide students with a solid foundational knowledge for higher-level math courses. The 7th grade Core class is rooted in Math in Focus - Singapore Math. It follows closely with the Common Core State Standards, and focuses on five big ideas; proportional relationships, operations with rational numbers, algebra, geometry, and probability.

**Homework:** Students should expect to be assigned homework four to five days per week.

**Prerequisite:** Current 6th Grader: Completion of 6<sup>th</sup> Grade Core Math or 6<sup>th</sup> Grade Extended Core Math

### **Core Curriculum:**

- The Real Number System
- Rational Number Operations
- Algebraic Expressions
- Algebraic Equations and Inequalities

### 7<sup>th</sup> Grade Core Math Curriculum (continued):

- Direct and Inverse Proportion
- Angle Properties and Straight Lines
- Geometric Construction
- Volume & Surface Area of Solids
- Statistics
- Probability

### 7<sup>th</sup> Grade Pre-Algebra:

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 2A, ISBN 978-0-547-56007-6, Copyright 2013

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 2B, ISBN 978-0-547-56010-6, Copyright 2013

**Objectives:** 7th grade Pre-Algebra is the same content as the Core class but a faster paced course that prepares students for the rigors of Algebra 1 Honors in 8th grade. Students are expected to complete assignments outside of class and work independently when needed. This course will cover more topics at a greater depth than the Core class, and will do so at a quicker pace. The course is rooted in Math in Focus - Singapore Math. Students will master problem solving and creative thinking.

**Homework:** Students should expect to be assigned homework four to five days per week.

### **Prerequisite:**

- 6th grade Core Math = 95% or higher
- Completion of 6th grade Extended Core Math or 6th grade Pre-Algebra

### 7<sup>th</sup> Grade Pre-Algebra Curriculum:

- The Real Number System
- Rational Number Operations
- Algebraic Expressions
- Algebraic Equations and Inequalities
- Direct and Inverse Proportion
- Angle Properties and Straight Lines
- Geometric Construction
- Volume & Surface Area of Solids
- Statistics
- Probability

## **8<sup>th</sup> Grade Pre-Algebra:**

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 3A, ISBN 978-0-547-56011-3, Copyright 2013

**Textbook:** Houghton Mifflin Harcourt Math in Focus Singapore Math by Marshall Cavendish Course 3B, ISBN 978-0-547-56009-0, Copyright 2013

**Objectives:** This course prepares students for the Algebra 1 courses at the high school. It is aligned with the Pennsylvania 8th grade Common Core that is covered on the 8th grade Math PSSA. Students will also receive an excellent background to help them prepare to take the Pennsylvania Algebra Keystone Exam at the end of 9th grade. Students learn all new material from their previous 6th and 7th grade classes.

**Homework:** Students should expect to be assigned homework four to five days per week.

**Prerequisite:** Current 7th Grader: Completion of 7<sup>th</sup> Grade Core or 7<sup>th</sup> Grade Pre-Algebra

### **8<sup>th</sup> Grade Pre-Algebra Curriculum:**

- Exponents
- Scientific Notation
- Algebraic Linear Equations
- Lines and Linear Equations
- Systems of Linear Equations
- Functions
- The Pythagorean Theorem
- Geometric Transformations
- Congruence & Similarity
- Statistics

## **Honors Algebra I (Offered to Grades 6, 7, and 8):**

**Textbook:** Algebra 1: Expressions, Equations, and Applications by Paul A. Foerster, Addison-Wesley Publishing Co. Third Edition, Copyright 1994, ISBN: 0-201-86094-5

This is an introductory high school level course in the field of higher mathematics. Topics include number systems, algebraic expressions, equations, polynomials, rational expression, factoring and quadratics. This course moves at a rapid pace. A preparation packet for students entering this course will be available on the school website by the last student day of the school year.

## **Prerequisite:**

Students entering 6th Grade:

- 1) 5th Grade Placement Test = 90% or higher
- 2) 6th Grade Pre-Algebra Final = 90% or higher
- 3) Iowa Algebra score 52% or higher

Students entering in 7th Grade:

- 1) 92.5% or higher in 6th Grade Pre-Algebra  
OR
- 2) End of year average + 0-4 teacher points = 92.5 or higher

Students currently in 8th Grade:

- 1) 88% or higher in 7th Grade Pre-Algebra  
OR
- 2) End of year average + 0-4 teacher points = 88 or higher  
OR
- 3) 97% or higher in 7th Grade Core, 4 teacher points

**NOTE:** A final grade greater than or equal to 90% is required in this course in order for students to take Honors Geometry and/or Honors Algebra II in the future.

### **Students entering the class should be advanced at these concepts:**

Operations with fractions

Operations with decimals

Order of Operations (without a calculator)

Writing expressions and equations from sentences

Evaluating a number raised to a power (without a calculator)

Solving 1-step equations (without a calculator)

Operations with negative numbers (without a calculator)

Finding the absolute value of a number or numerical expression

Solving 2-step equations

Distributive property

Combining like terms

### **Students should be proficient at these concepts:**

Factoring out a GCF from an expression

Solving equations with like terms

Solving equations with the distributive property

Solving equations with variables on both sides

Solving equations that involve decimals

Transforming formulas (ex:  $d=rt$ , solve for  $r$ )

Solving simple word problems using equations

### **Accelerated Geometry (Offered to Grades 7 and 8):**

**Textbook:** Pennsylvania Prentice Hall Mathematics Geometry, Copyright 2009, ISBN: 978-0-13-366029-6

Traditional lecture/demonstration high school level course. This is a college preparatory course that prepares the student for further study in mathematics. Nearly all facets of geometry are studied including the Pythagorean Theorem, proof, logic, basic construction, polygons, simple solids, and congruence.

**Prerequisite:** 72.5% or better in Honors Algebra I

**NOTE:** A 72.5% or better is required in this course for the student to take Algebra II the following year. Also, in order to take Honors Algebra II, a student must finish with a final grade greater than or equal to 82.5% in Geometry (Honors or Accelerated) and a 90% or better in Honors Algebra I.

### **Honors Geometry (Offered to Grades 7 and 8):**

**Textbook:** Geometry Houghton Mifflin Co., Copyright 1992, ISBN: 0-395-58539-2

This is the first course in the honors math progression. Topics covered include proofs, logic, congruence, similarity, right triangles, areas, circles, solid geometry, and construction and the course moves at a rapid pace.

#### **Prerequisite:**

- 1) Final grade of 90% or higher in Algebra I
- 2) 70 or higher on Orleans Hanna Geometry Test

**Note:** A 62.5% is the minimum grade required in this course for the student to take Accelerated Algebra II the following year. A student must finish with an 82.5% or better in Honors Geometry and at least a 90% in Algebra I in order to take Honors Algebra II the following year.

### **6TH GRADE ENGLISH - CORE**

**Textbooks:** Holt McDougal Literature Common Core Edition, Houghton Mifflin Harcourt Publishing Co., Copyright 2012, ISBN: 978-0-547-43453-7

Roll of Thunder, Hear My Cry and Related Readings, McDougal Little, Copyright 1997, ISBN-13: 978-0-395-77530-1; ISBN-10: 0-395-77530-2

The 6<sup>th</sup> grade English Core Course is designed to provide students a solid and challenging program of literature, writing, research, oral communication,

grammar, and vocabulary. Students are expected to read a core novel and literature with the class, participate in class discussions and respond to class topics both orally and in written form.

### **6TH GRADE ENGLISH - EXTENDED CORE**

**Textbooks:** Holt McDougal Literature Common Core Edition, Houghton Mifflin Harcourt Publishing Co., Copyright 2012, ISBN: 978-0-547-43453-7

Roll of Thunder, Hear My Cry and Related Readings, McDougal Little, Copyright 1997, ISBN-13: 978-0-395-77530-1; ISBN-10: 0-395-77530-2

The Great Fire, Jim Murphy, Scholastic Paperback Nonfiction, Copyright 1995, ISBN 0-439-20307-4

The 6<sup>th</sup> grade English Extended Core Course provides advanced students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demand will be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in English.

#### **Prerequisite Guide:**

- An A in 5<sup>th</sup> grade Language Arts (3 out of 4 mps)
- An A in 5<sup>th</sup> grade Writing (3 out of 4 mps)
- 5<sup>th</sup> grade GRADE score of 7 or above on each of the following sub-tests:
  - Sentence Comprehension
  - Passage Comprehension
  - Vocabulary
- Advanced on the 4<sup>th</sup> grade PSSA Reading

#### **Literature**

##### **Short stories, drama, poetry, myths, legends, tall tales, and novel(s)**

- Review of summer reading
- Read and respond to a variety of literary genres
- Use critical thinking and active reading skills:
  - inference
  - summarize
  - question
  - predict
  - author's purpose
  - main idea
  - connection

## 6TH GRADE ENGLISH - EXTENDED CORE (continued):

### Writing

- Narrative, argumentative, informative assignments, compare and contrast
- Process Approach
- PSSA Preparation
  - Ongoing lessons on the parts of speech that enable students to write using a variety of precise language and various sentence structures
  - Edit using the conventions of language

### Oral Communication

Work on oral presentation in both individual and group situations in order to communicate effectively with a variety of audiences and for different purposes.

### Vocabulary

- Academic Vocabulary
- Literature-based vocabulary
- Teacher and/or student generated vocabulary

## 6TH GRADE LITERACY IN THE CONTENT AREAS

### **Materials to Be Used:**

- An American Plague by Jim Murphy, Clarion Books a Houghton Mifflin Company, Copyright 2003, ISBN 0-395-77608
- Phineas Gage by John Fleischman, Houghton Mifflin Company, Copyright 2002, ISBN 0-618-05252-6
- Reader's Handbook: A Student Guide for Reading and Learning
- Content Area Textbooks and Library Resources
- National Geographic Reading Expeditions: Nonfiction Reading and Writing Workshop
- Variety of nonfiction texts

'Literacy in the Content Areas' is a sixth grade course which focuses on helping students become engaged, fluent, competent users of various types of text necessary for success in middle school, high school, post-secondary education, employment, and everyday life. This course is a foundation for lifelong learning and for literary success in all academic subjects. The course includes the development of reading comprehension strategies that will help

students negotiate their way through all levels of literacy and content area study. Fundamentally, Literacy in the Content Areas is about reading and reflecting on reading through speaking and writing. Students will receive explicit instruction in essential comprehension and writing strategies. Students will use these strategies to read, comprehend, and respond to textbooks and other reading material in the content areas.

### Units of Study

- Independent Reading: Instructs student how to set independent reading goals and make appropriate independent reading book selections. Students are expected to read 20 minutes per day.
- Media Literacy: The class will meet in the library one day per cycle and receive instruction on the use of resource materials both online and in the school library.
- Transition to the Middle School: Getting to know yourself as a reader, getting to know the literacy and school community, and participating in Google docs instruction.
- Elements and Features of Textbook: Instruction to independently access information in content area textbooks and nonfiction texts.
- Text Structures: Problem/Solution, Cause and Effect, Descriptive, Sequential (chronological) and Compare and Contrast.
- Reading Comprehension Strategy Units: Review and application of the following reading comprehension strategies:
  - Making Connections
  - Asking Questions
  - Determining Importance
  - Synthesizing
  - Making Inferences
- GRADE Testing: Group Reading Assessment and Diagnostic Evaluation – pre and post testing
- PSSA Preparation and Study Island: Reading, writing, test preparation, and rubric instruction

## 6TH GRADE SCIENCE

**Textbook:** Life iScience, McGraw Hill, Copyright 2017, ISBN: 978-0-07-677284-1

Sixth Grade Science is an introduction to biology that incorporates inquiry and hands-on activities. It covers the following topics which are aligned to the PA Academic Standards for Science and Technology and the PA Environment and Ecology Standards:

- Scientific Method and Science Skills
- Characteristics and Classification of Living Organisms
- The Role of Cells and Cell Structure
- Genetics and Heredity
- How Organisms Change Over Time
- Biological Diversity
- Ecosystems and Their Interactions
- Threatened, Endangered and Extinct Species

## 6TH GRADE SOCIAL STUDIES

**Textbook:** Discovering Our Past: A History of the United States, Mc-Graw Hill Education, Copyright 2018, ISBN: 978-0-07-668050-4

**Objectives:** To teach American History units beginning with an in-depth examination of the US Constitution, the first Presidency through the War of 1812. Students will develop skills related to acquiring information, organizing and using information, and social participation. We will also cover current events.

**Current Events:** CNNstudentnews.com, newspapers and other magazines

**Map Activities** - Videos, films, media, current events

**Writing and project assignments and other presentations**

## 7TH GRADE ENGLISH

**Textbook:** Holt McDougal Literature Common Core Edition, Copyright 2012 by Houghton Mifflin Harcourt Publishing Company, ISBN 978-0-547-61837-1

### 7TH GRADE ENGLISH - CORE

The 7th grade English core course is designed to provide students a solid and challenging program of literature, writing, oral communications, grammar, and vocabulary. Students are expected to read core novels and literature both in class as well as independently, participate in class discussions and respond to class topics both orally and in written form.

## 7TH GRADE ENGLISH – EXTENDED CORE

The 7th grade English extended core course provides students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, oral communications, grammar, and vocabulary. Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demands may be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in literature.

Extended Core English Prerequisite Guidelines (not a requirement):

- An A in 6th Grade English (3 out of 4 Marking Periods)
- An A in 6th Grade Literacy (3 out of 4 Marking Periods)
- Advanced on the 5th Grade PSSA Reading
- Proficient/Advanced on 5th Grade PSSA Writing
- 6th Grade spring GRADE scores of 7 or above on each of the following sub-tests:
  - Sentence Comprehension
  - Passage Comprehension
  - Vocabulary

## 7TH GRADE NONFICTION WRITING AND RESEARCH

The Nonfiction Writing and Research course will prepare middle school students for the literacy and writing demands of secondary and higher education. Students will produce clear, cohesive expository prose, including narrative, argumentative and research-based pieces. The emphasis is placed on the writing process- audience analysis, purpose for writing, thesis development and support, editing and revising.

The overall instructional framework will be the Writer's Workshop model. The course stresses exploration and inquiry, reflection, analysis, revision and collaborative learning. Students will further develop media literacy skills, use of the research process and evaluate both the relevance and reliability of information gathered.

Writing skills will be infused throughout the course based on the expectations outlined in the Pennsylvania State Standards, and on what our students need to be successful writers in as they move up through the grades.

## 7TH GRADE PHYSICAL SCIENCE

**Textbook:** Physical iScience, McGraw Hill, Copyright 2017  
ISBN 978-0-07-677305-3

### 7TH GRADE PHYSICAL SCIENCE - CORE

The 7th grade science core course is a program that focuses on physical science. The course is designed to provide students a solid and challenging program of physical science using lab equipment, basic mathematical formulas, the textbook, written and oral communications, and vocabulary. Students are expected to read the textbook both in class, as well as independently, participate in class discussions and labs and respond to class topics, both orally and in written form. Students are expected to collaborate and work cooperatively in small groups.

### 7TH GRADE PHYSICAL SCIENCE - EXTENDED CORE

The 7th grade physical science extended core course provides students the opportunity and challenge beyond the core level through a deeper examination of concepts using lab equipment, mathematical formulas, the textbook, written and oral communications, and vocabulary.

Students are expected to read, write, manipulate formulas, perform calculations and participate in assignments beyond the core expectations. Accordingly, homework demands may be greater. Students at this level should possess a strong work ethic, and strong reading and writing skills. Strong math skills, self-motivation and an interest in science are essential. Students are expected to problem solve, think critically, collaborate and work cooperatively in small groups.

Extended Core Physical Science Guidelines (Not a requirement)

- An A in 6<sup>th</sup> Grade Life Science (3 out of 4 Marking Periods) – Final score to be an A average
- An A in 6<sup>th</sup> Grade Literacy (3 out of 4 Marking Periods) – Final score to be an A average
- Advanced on 5<sup>th</sup> Grade PSSA Math
- Advanced on 5<sup>th</sup> Grade PSSA Reading
- Proficient/Advanced on 5<sup>th</sup> Grade PSSA Writing
- 6<sup>th</sup> Grade fall GMADE scores of 7 or above on each of the following sub-tests:
  - Operations and Computation
  - Process and Applications

- 6<sup>th</sup> Grade fall GRADE scores of 7 or above on each of the following sub-tests:
  - Sentence Completion
  - Passage Comprehension
  - Vocabulary

## 7TH GRADE SOCIAL STUDIES

**Textbook:** Discovering Our Past: A History of the United States, Mc-Graw Hill Education, Copyright 2018, ISBN: 978-0-07-668050-4

### 7TH GRADE SOCIAL STUDIES - CORE

The 7th grade Social Studies core course is designed to provide students a solid and challenging program of United States history from the Industrial Revolution to Reconstruction using the textbook, writing, oral communications, and vocabulary. Students are expected to read the textbook both in class as well as independently, participate in class discussions and respond to class topics both orally and in written form.

### 7TH GRADE SOCIAL STUDIES – EXTENDED CORE

The 7th grade Social Studies extended core course provides students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, oral communications, and vocabulary.

Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demands may be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in social studies.

Extended Core Social Studies Guidelines (not a requirement):

- An A in 6th Grade Social Studies (3 out of 4 MPS) – Final score to be an A average
- An A in 6th Grade Literacy (3 out of 4 MPS) - Final score to be an A average
- Advanced on the 5th Grade PSSA Reading
- Proficient/Advanced on 5th Grade PSSA Writing
- 6th Grade spring GRADE scores of 7 or above on each of the following sub-tests:
  - Sentence Completion
  - Passage Comprehension
  - Vocabulary

## 8TH GRADE EARTH SCIENCE

**Textbook:** *Earth iScience*, McGraw Hill, Copyright 2017, ISBN: 978-0-07-677385-5

Eighth grade science deals with the following topics that are aligned with the PA Academic Standards for Science and Technology; Earth and Space Sciences:

### Earth Structure, Processes and Cycles

- Earth Features and the Processes that Change It
- Earth's Resources/Materials
- Earth's History
- Sciences and Transfer of Energy
- Water (Global and Local Effects)
- Weather and Climate

### Origin and Evolution of the Universe

- Composition and Structure

### Unifying Themes of Science as Inquiry (Scientific Method)

- Scales / Models, Constancy and Change, and Scale and Measurements

## 8TH GRADE SCIENCE - CORE

Major units of study: geology, meteorology, astronomy, and environmental science.

Students are given the opportunity to investigate concepts at a high level. Students will engage in a variety of activities designed to improve critical thinking skills. This course includes structured investigations, research, projects, labs, etc. For example, students will be expected to apply what they learn in class into labs, activities, discussions, and assignments.

## 8TH GRADE SCIENCE - HONORS

Major units of study: geology, meteorology, astronomy, and environmental science.

Students will experience a deeper examination of concepts by employing critical thinking skills on a regular basis. Investigations, research, projects, labs, etc. will be more open-ended and independent. For example, students will be expected to read for comprehension outside of class and be ready to apply the knowledge during class activities.

Honors Guidelines (not a requirement):

Students considering joining this class should meet the following criteria:

- Strong curiosity for earth science and the environment
- Consistently high academic achievement in the sciences
- Self-motivated and independent learner
- Willing to actively participate in all types of class activities
- 6<sup>th</sup> grade PSSA Math and Reading scores of "Advanced"
- 7<sup>th</sup> grade fall GMADE and GRADE scores of 7 or above

**LOOKING AHEAD TO 9TH GRADE:** Students are not placed in a 9th grade course based on their 8th grade course choice. However, they will need to meet the following prerequisites:

- **In order to qualify for Honors Biology I in 9th grade, the student must meet the following prerequisites:**
  1. A final average of a 93% in 8th grade Core Earth Science or an 85% in Honors Earth Science
  2. Enrolled in or have completed an Algebra course
- **In order to qualify for Academic Biology I in 9th grade, the student must meet the following prerequisites:**  
Concurrent enrollment in or completion of an Algebra course
- **Students taking Concepts of Math A or B in 9th grade will enroll in Global Science and then will take Biology in 10th grade.**

## 8TH GRADE ENGLISH

**Textbook:** Holt McDougal *Literature* Common Core Edition, Copyright 2012 by Houghton Mifflin Harcourt Publishing Company, ISBN 978-0-547-61838-8

### 8<sup>TH</sup> GRADE ENGLISH – CORE

The 8th Grade English Core Course is designed to provide students a solid and challenging program of literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read core novels and literature both in class as well as independently, participate in class discussions and respond to class topics both orally and in written form.

## 8<sup>TH</sup> GRADE ENGLISH – HONORS

The 8th grade English Honors course provides advanced students the opportunity and challenge beyond the core level through a deeper examination of concepts in literature, writing, research, oral communication, grammar, and vocabulary. Students are expected to read, write and participate in assignments beyond core expectations. Accordingly, homework demands will be greater. Students at this level should possess a strong work ethic, strong reading and writing skills, a willingness to read and work independently, and be motivated and interested in English.

## 8<sup>TH</sup> GRADE ENGLISH – HONORS CREATIVE WRITING

This intensive writing course, based on the principles of the Writers Workshop developed through the National Writing Project and supported by ongoing and current research in reading and writing, operates under the premise that all writing is creative because of the decisions we make as writers.

Students in this course draft and revise as a matter of habit by keeping a Writer's Notebook of original writing. Some of this writing is extended into typed drafts and others into polished pieces after several levels of revision and conferring with teacher and peers.

Going above and beyond the writing and reading expectations in the traditional 8th grade English course, narrative, informative, and persuasive writing form the bulk of the writing in the course. Students will also write various types of fiction, poetry, and find themselves exposed to the emerging world of digital writing, digital reading, and digital literacy. We contribute to class wikis, student blogs, podcasting, and other types of digital networking.

Perhaps the two most important distinctions between this writing course and the traditional course is the amount of conferring about our writing we do along with the close readings of mentor texts of real world writing.

In short, writing is our vehicle to explore grammar, content, mechanics, style, vocabulary, literature, and the world. Students will be expected to read self-selected books for pleasure in addition to the core literature matching those in the other 8th grade English courses.

Honors Guidelines (not a requirement):

- An "A" in 7th grade English (3 out of 4 marking periods)
- An "A" in 7th grade Nonfiction Writing & Research (3 out of 4 marking periods)
- Advanced on the 6th grade PSSA Reading
- 7th grade winter GRADE scores of 7 or above on each of the following sub-tests:
  - o Sentence Comprehension
  - o Passage comprehension
  - o Vocabulary

**Note:** Given the student meets the high school prerequisites, enrollment in any of the above courses would permit a student to enroll in any English Course of their choosing.

## 8<sup>TH</sup> GRADE GEOGRAPHY

**Textbook:** *World Geography Today* by Holt, Rinehart, and Winston, Copyright 2003, ISBN: 0-03-064682-0

Various sections of the textbook will be utilized as they correspond to the content under study. Supplemental materials and activities include selected readings, research, current events, student inquiry and curriculum related videos.

*Geography is the study of space and place on Earth's surface.  
It includes the physical and human phenomena  
that make up the world's environments and places.*

*Pennsylvania Academic Standards for Geography*

The Eighth Grade Geography Curriculum Includes:

- Five Themes as an investigative structure for studying, analyzing and understanding the world and world events
- Use of geographic tools to investigate the world and its people
- The Physical Characteristics of Places and Regions and how they are impacted by human systems
- The Human Characteristics of Places and Regions which includes:
  - Characteristics of populations, their growth, migration and settlement patterns and development
  - Economic systems, activities, development levels and their impact on human and physical systems
  - Characteristics of places and region defined by political systems
  - Impact of culture and cultural change on physical and human systems



## 8TH GRADE SOCIAL STUDIES

**Textbook:** Discovering Our Past: A History of the United States, Mc-Graw Hill Education, Copyright 2018, ISBN: 978-0-07-668050-4

### 8<sup>th</sup> GRADE SOCIAL STUDIES – CORE

Major units of study: Causes of the Civil War, The Civil War, Reconstruction, Westward Expansion, The Industrialization of America, Immigration and Cultural Changes, The Progressive Era, America Becomes a World Power, WWI, and the Roaring 20's.

Students will develop skills related to historical analysis, organizing and using information, social participation, and create connections from historical events to our present day. Homework will be assigned an average of 2 - 3 nights per week.

### 8<sup>th</sup> GRADE SOCIAL STUDIES - HONORS

Major units of study: Causes of the Civil War, The Civil War, Reconstruction, Westward Expansion, The Industrialization of America, Immigration and Cultural Changes, The Progressive Era, America Becomes a World Power, WWI, and the Roaring 20's.

Students taking honors will develop the same skills as Core Social Studies with more emphasis on higher order thinking skills. Students will be expected to read for comprehension outside of class and be ready to apply the knowledge during classroom activities. Public speaking in the form of presentations will be a component of this course. Homework will be assigned an average of 3-4 nights per week.

#### Honors Guidelines (not a requirement):

Students considering joining this class should meet the following criteria:

- A strong interest in the subject area
- An average grade of 90% or above in 7th grade Social Studies
- The ability to be a self-motivated and independent learner
- The willingness to actively participate in all class activities
- The ability to independently read and comprehend course material
- 7th grade Reading Assessment (GRADE) score of at least 5
- Students who take this course will be expected to read *at least* one novel per marking period outside of class in addition to other required course material

## ENRICHMENT CLASSES & CYCLES

### 6TH GRADE

#### One marking period each (4 of 6 days)

- Family & Consumer Sciences/ Digital Citizenship (1/2 marking period each)
- Technology Education: Communications
- Computers
- Drama

#### 10 Cycles (1/3 year & 4 of 6 days)

- Art
- Music
- World Language Exploratory

#### 30 Cycles (1 year)

- Health (2 of 6 days)
- Physical Education (2 of 6 days)

### 7TH GRADE

#### One marking period each (4 of 6 days)

- Art
- Music
- Technology Education: Introduction to Materials Manufacturing/ Digital Communications (1/2 marking period each)
- Family & Consumer Sciences

#### 30 Cycles (1 year)

- World Language/Elective (4 of 6 days)
- Physical Education (2 of 6 days)
- Health (2 of 6 days)
- World Language/Elective (4 of 6 days)
- Spanish 1 (6 of 6 days)

### 8TH GRADE

#### One marking period each (4 of 6 days)

- Art: Traditional or Relief Sculpture or Sculpture
- Music: General Music Traditional or Music Keyboarding (Advanced) or Voice Singing Performance (Advanced)
- Technology Education: Inquiry and Design or Materials Manufacturing
- Family & Consumer Sciences: Traditional or Technology and Food Services or The Patton Project

#### 30 Cycles (1 year)

- Physical Education (2 of 6 days)
- Health (2 of 6 days)
- Study Hall/Elective (4 of 6 days)
- World Language/Elective (4 of 6 days)
- Spanish 2 (6 of 6 days)

## ART

The Patton Middle School art curriculum strives to provide students with a foundation that will result in a lifelong appreciation and respect for the arts. All units encourage both cultural and historical exploration. The curriculum develops increased vocabulary and skills that can be used in other curricular areas and throughout the child's adult life. All grades are presented with a program that aligns with the Pennsylvania State, and National Standards for the Arts and Humanities.

**Sixth Grade:** Sixth grade art is a trimester course. The curriculum uses the student's heritage as inspiration. All children will learn slab pottery techniques based on those used by colonial American ancestors. Children produce several pieces of redware pottery. They also learn to apply traditional colonial American decorating techniques using under-glazes. Additionally, sixth grade students will produce at least one 2-D project. These projects vary from trimester to trimester, but all stress the importance of color theory, good design, and use a variety of two dimensional art materials.

**Seventh Grade:** Seventh grade art is a marking period course. Students in this grade will receive a review of basic drawing, color theory and good design. Traditional clay building techniques, new vocabulary and the basics of glazing with color will be explored. All students will complete a clay sculpture using their own interests as inspiration. Every child will bring home an original sculpture at the end of the marking period.

**Eighth Grade Traditional Art (Drawing and Painting):** Eighth grade art is a marking period course. "If you want to learn to draw better this is the class for you!" Through a structured approach that stresses drawing through direct observation, eighth grade students will increase their realistic drawing ability. This course introduces students to a variety of two-dimensional media in black and white as well as color. Here more emphasis is placed on the process of creating art than on a final marking period project. Each student who participates will be expected to attend a field trip to the Brandywine River Museum and to take part in art history activities both in class and at the museum. A fee will be charged for the trip to the Brandywine River Museum.

**Eighth Grade Relief Sculpture (Working With Clay and Tiles):** Eighth grade art is a marking period class. The objective of this course is to provide an art experience for students who would like to have a third clay experience while at Patton Middle School. In this course students will further their skills in three dimensional design and composition while exploring the ancient art of handmade tiles. The design will then serve as a foundation for creating a handmade ceramic tile project. Additionally, this class includes an introduction to mosaic and the techniques necessary for completing a tile work of art. Each student who participates will be expected to attend a field trip to the Brandywine River Museum and to take part in art history activities both in class and at the museum. A fee will be charged for the trip to the Brandywine River Museum. Course materials fee \$10.00

**Eighth Grade Sculpture:** Eighth grade art is a marking period course. The objective of this course is to provide an additional three-dimensional art experience for a student that does not include clay. This sculpture class will give artistic eighth grade students an opportunity to expand their three-dimensional abilities that were developed in the sixth and seventh grade clay classes. Students will further their skills in design, composition, and production while working in the area of sculpture. Various techniques and sculpture media will be explored in this class. Additionally, each student who participates in this program will be expected to attend a field trip to the Brandywine River Museum and participate in the art history activities both in class and at the museum. A fee will be charged for the trip to the Brandywine River Museum. Course materials fee \$10.00

## 6TH GRADE DIGITAL CITIZENSHIP

In the 6th grade digital citizenship curriculum, students will examine their current use of digital media before exploring the concepts of digital footprints, online safety, and cyberbullying. The skills they learn in this course will enable students to better negotiate their way through online activities in a safe and responsible manner.

## 6TH GRADE COMPUTERS

Get ready to learn many new and exciting things this year! We will be studying a variety of topics and exploring many useful and interesting areas of technology here at the middle school. We'll learn about software & hardware, navigating and finding great resources on both the school network and the Internet. Working on our coding skills will be very important as well as becoming overall literate users of technology in all of your classes.

## 7TH GRADE DIGITAL COMMUNICATIONS

In Digital Communications, seventh graders will learn how to communicate effectively using digital technologies. Students will work with video editing software to create and publish a short video project.

## 7TH GRADE PROGRAMMING

In the 7th grade Programming course, students will expand their knowledge base in computer programming using Tynker to improve their coding skills. This course builds off of information learned in their 6th grade Computers course and goes deeper into coding using the Tynker program.

## **PERFORMING ARTS**

This 6th grade (pass/fail) course runs for one marking period and meets four days out of the six-day cycle. Designed exclusively for some of the developmental needs of a 6th grade student, the performing arts class emphasizes the use and development of multiple intelligences such as Spatial, Bodily-Kinesthetic, Interpersonal, and Intrapersonal. The class is committed to the deepening of the student's connection to language, to learning how to listen to others, to being aware of nonverbal communication, and to stimulating the imagination. Students also learn oral presentation techniques - that they demonstrate via a monologue performance as a culminating event --that can be applied to all subjects.

## **GENERAL MUSIC CLASSES**

The Charles F. Patton Middle School Music Department offers a hands-on approach in music learning and music performance. All students will take music in 6th, 7th and 8th grade with the exception of students who choose to take Spanish 1. In addition to Traditional/General Music, we offer Music Keyboarding and Voice Performance classes in 8th Grade.

### **Traditional/General Music**

All music classes meet four days in a six-day cycle. 6<sup>th</sup> Grade Music classes meet for a trimester period. 7<sup>th</sup> and 8<sup>th</sup> Grade Music classes meet for a quarter marking period. Music classes are built upon hands-on activities with the outcome of performing on percussion instruments, arranging and composing in the music technology lab and performing on acoustic guitar (7<sup>th</sup> and 8<sup>th</sup> only). In addition, instruction in music theory, elements of music, and a historical perspective of musical styles and composers are included in the curriculum.

### **Eighth Grade Music Keyboarding (Advanced)**

Music Keyboarding meets four days in a six-day cycle for a quarter marking period. The entire time will be spent in the music lab where students will compose, arrange, and improvise music using Garageband and music notation software. Students will explore and analyze compositional devices used by composers of various music styles and their significance in music history. Students taking this course should have basic piano keyboard skills.

**Prerequisite:** Completion of 6th and 7th Grade Music classes at Patton Middle School

### **Eighth Grade Vocal Performance Class**

The goals of this performance-based course are to learn to sing healthily alone and with others in a variety of musical styles, to enhance musicianship skills, to build confidence in singing performance, and to nurture artistic ability by reading and listening to music. Students also are familiarized with mechanism and anatomy of the singing voice. Students will participate in four singing performances in front of the class, with the final one being a memorized solo performance.

## **HEALTH EDUCATION**

All students are required to take health education two days per cycle all year.

The purpose of the health program is to provide physical, mental, and social health education for all students. Decision making skills-- accessing and evaluating information, considering consequences, and recognizing and accepting responsibilities for actions-- will be emphasized throughout the program. Students will be involved in active as well as information-based learning to ensure that they gain the confidence and skills necessary to achieve healthy and fulfilling futures.

## **PHYSICAL EDUCATION**

All students have physical education two times a cycle all year, and they are required to bring a change of clothes and sneakers. Students must wear proper gym attire to receive credit for class. Each student is given a gym locker. The same locker is issued for each year in the middle school. Students should not share their locker combinations.

The purpose of the physical education program is to contribute to each student's growth and development in the physical, cognitive, and social domains through a movement-based curriculum. A physically educated student will learn skills necessary to perform a variety of physical activities, understand the implications of and the benefits from involvement in physical activities, and value physical activity and its contributions to a healthy lifestyle.

## **FAMILY AND CONSUMER SCIENCES**

The goal of the Family and Consumer Sciences program is to provide students with many necessary and useful life skills for application now and in the future. The sixth grade curriculum of foods and nutrition is covered in one-half of a marking period. Seventh and eighth graders attend Family Consumer Sciences for one marking period where some units include foods nutrition, sewing and sustainable agriculture. The seventh grade curriculum combines cooking, sewing, healthy eating, and gardening skills. One of the eighth grade classes focuses on paying it forward by making items for sick children in the hospital and growing and harvesting fresh produce for use in the cooking labs, as well as items being donated to the local food bank to help others in the community. Another is a traditional class that builds upon the skills learning in seventh grade, and the traditional class also cooks, sews, learns healthy eating skills, and sustainability. All students will research career options and will be required to prepare a final project with the information they have learned. Throughout the FCS classes there is a strong emphasis on teamwork, collaboration with others, and safety.

## **FAMILY AND CONSUMER SCIENCES (continued):**

### **Sixth Grade:**

During the sixth grade year the students will be introduced to the basics of good nutrition, food safety, kitchen equipment, the preparation of healthy breakfast foods, and time is spent learning about and working in the gardens. The students will also be introduced to the importance of reducing, reusing, recycling and the idea of sustainability. They will be an integral part of the composting, which will be used in the garden program. The students will learn the basics of gardening through the raised beds/greenhouse project and by working in the high tunnels. All sixth graders will begin to investigate future career options through research and a final project.

### **Seventh Grade:**

During the seventh grade year the students will be introduced to the basics of good nutrition, food safety, kitchen equipment, sewing equipment, the Industrial Revolution, properties of fabric, basic gardening skills, the importance of helping the community and volunteering their services, constructing a project using sewing skills, and following basic recipes and sewing patterns, with an emphasis on effective teamwork and collaboration with others. The main focus of the seventh grade curriculum is to introduce healthy foods, teach the students how to make wise food choices, composting, sustainability, reducing waste, giving back to others, and an introduction to sewing resulting in the production of a final sewn project. All seventh graders will investigate and research potential career options resulting in a final project.

### **Eighth Grade: Traditional**

In the traditional FCS class, the students will be building upon the basics of good nutrition and the introduction of more advanced food preparation and a more complex sewing project. They will go over the basics of food safety, kitchen equipment, sewing equipment, properties of fabric, gardening skills, the importance of helping the community and volunteering their services, constructing a project using sewing skills, application of more advanced recipes, through an emphasis on teamwork and collaboration with others, garment construction, and the production of a final sewn career project. The main focus of the eighth grade curriculum is to introduce and create healthy food choices, meal preparation, composting, sustainability, reducing waste, the greenhouse/garden project, giving back to others, garment construction, and the production of a final sewn project. In addition, all eighth grade classes will be responsible for a career exploration unit that will culminate in a 10-year career project and reflection paper, as well as writing a five-paragraph essay on consumerism following investigation and discussion of applicable and relevant topics.

### **Eighth Grade: Technology and Food Science**

In the eighth grade technology and food science class, the students will be building upon the basics of good nutrition and be introduced to more advanced food preparation and a comprehensive, interactive technology project. They will go over the basics of food safety, kitchen equipment, basic gardening skills, importance of helping the community, constructing a project using Voicethread, following more advanced recipes, with an emphasis on effective teamwork and collaboration with others, and a comprehensive computer program where the students can work in an interactive way. The students also follow and execute more advanced recipes. The main focus of this eighth grade class is to introduce and encourage healthy food choices, meal preparation, composting, sustainability, reducing waste, the greenhouse/garden project, giving back to others, use of technology to further enhance student understanding of plant and food science, sustainability, agriculture, and environmental issues. In addition, all eighth grade classes will be responsible for a career exploration unit that will culminate in a 10-year career project and paper, as well as writing a five-paragraph essay on consumerism following investigation and discussion of applicable and relevant topics.

### **Eighth Grade: The Patton Project: Sewing the Seeds of Kindness**

Students in the Patton Project will build upon the basics of good nutrition and be introduced to more advanced food preparation skills, sustainability, greenhouse/gardening skills, and a more complex sewing project skills. They will go over the basics of food safety, kitchen equipment, sewing equipment, properties of fabric, gardening skills, the importance of helping the community and volunteering their services, caring for their health, the environment and the community, constructing a quilt to be given to sick children in a local hospital, and growing and harvesting food to donate to a local food bank. This year will be totally hands on with the students working the vegetable bins from seeds to harvest, using their food when cooking in the lab, and cutting and constructing quilts using donated jeans and other fabrics. There will be a strong emphasis on giving back to others in the community. The class will emphasize teamwork and collaboration with others. The main focus of this eighth grade class will be to introduce, cultivate, and create healthy food choices, composting, sustainability, reducing waste, the greenhouse/garden project, more advanced sewing techniques with the production of finished quilts, and giving back fresh vegetables to those in need in the community. In addition, all eighth grade classes will be responsible for a career exploration unit that will culminate in a 10-year career project and paper, as well as writing a five-paragraph essay on consumerism following investigation and discussion of applicable and relevant topics.

**TECHNOLOGY & ENGINEERING EDUCATION****Sixth Grade: 3D Design and Robotic Engineering**

This course is a great way to be introduced to Technology & Engineering Education where students will use Science, Technology, Engineering, and Mathematics (S.T.E.M.) to communicate and solve problems. Through various activities each student will get the opportunity explore technology, its effects, abilities and future possibilities. Areas of focus will be Robotics, Graphic Design, and Computer Aided Drafting Design with 3D printing!

**Seventh Grade: Introduction to Wood Manufacturing**

In this half-marking period class, students will be given an introduction to various methods for processing wood. Students will have the opportunity to design and build a custom-made project using several hand and power tools. Students may include pegs, a mirror, a clock, or possible combinations of these three as part of their project. The safe and appropriate use of tools and machines will be a top priority of course. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology & Engineering Education courses.

**Eighth Grade: Inquiry and Design Engineering**

In this course students will learn the content, processes, and skills needed in various developmental activities, which relate to “real world” applications. They will apply these skills and other techniques in order to design, build, and test their ideas while learning to problem solve along the way. Typical activities include mechanical engineering (mousetrap cars), structural engineering (bridge building), photography (Photoshop), and exploration of flight. The use of computer applications, power tools, and hand tools are all components of this course. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology & Engineering Education courses.

**Eighth Grade: Wood Manufacturing Technologies**

Students who choose to take this course will build upon the skills learned in the 7th grade introductory class. They will further their knowledge of wood manufacturing through the use of hand and power tools. Individual projects will be constructed to master the techniques involved in specific aspects of joinery and assembly. Planning, material estimates, and safety will also be key components of this class. This course is independent in nature, which requires a great deal of skill and problem solving abilities. The teacher will give general instructions, and the students must apply that knowledge to their specific project. Science, Technology, Engineering, and Mathematics (S.T.E.M.) are the foundation of all Technology Education & Engineering courses. There is a materials fee of \$20.00.

**Prerequisites:** Final A average in 7th grade Tech Ed or teacher approval to take Wood Manufacturing Technologies in 8<sup>th</sup> grade

**WORLD LANGUAGE**

**Spanish Textbook:** EntreCulturas, nivel 1 – Communicate, Explore, and Connect Across Cultures, Wayside Publishing 2016, ISBN 978-1-9442400-47-9

**French Textbook:** Espaces: Rendez-vous avec le monde francophone Vista Higher Learning, Boston, MA 1st Edition, Copyright 2007, ISBN 13: 978-1-59334-836-6

We currently offer French and Spanish to 7<sup>th</sup> grade students. French I and Spanish I are taught over a two-year period. (French IA and Spanish IA in 7<sup>th</sup> grade and French IB and Spanish IB in 8<sup>th</sup> grade.) Students who receive a final grade of 65% or higher in Level I at the end of eighth grade will take the Level II of the language in ninth grade. Students who receive a final grade of 87% or higher in Level I or teacher recommendation at the end of eighth grade have the opportunity to take the Level II Honors of the language in ninth grade.

**STUDENTS WHO TAKE SPANISH OR FRENCH IN THE MIDDLE SCHOOL DO NOT RECEIVE HIGH SCHOOL CREDIT ONLY HIGH SCHOOL PLACEMENT.**

**Students who elect to take German I at Unionville High School will follow the high school schedule. If the class is offered during the 8<sup>th</sup> grade enrichment time, they will forego their enrichments classes for the year and have Health, Gym, and Study Hall during the other block. Please note that since the high school and middle school do not follow the same bell schedules, the students might have to leave early for a class or arrive late to another class. Please call the school counselor with any questions. STUDENTS TAKING GERMAN 1 WILL RECEIVE HIGH SCHOOL CREDIT WHICH WILL BE REFLECTED IN THEIR HIGH SCHOOL TRANSCRIPT.**

The middle school also offers an accelerated Spanish class to 7<sup>th</sup> grade students. This class meets six out of six days all year long. Students in this class will complete Spanish I by the end of 7<sup>th</sup> grade and will take Spanish II in 8<sup>th</sup> grade. Students who receive a final grade of 65% or higher in Level II at the end of 8<sup>th</sup> grade will take the Level III of the language in 9<sup>th</sup> grade. Students who receive an 87% or higher in Level II or teacher recommendation have the opportunity to take Level III Honors of the language. **Students who take Spanish I and Spanish II will have a modified enrichment schedule. They will not be scheduled for Art, Music, Tech Ed, or FCS. They will be scheduled for Health and PE and have a two day study hall.**

**Students who elect NOT to take a language will be assigned to a study hall.**

**WORLD LANGUAGE (continued):****Prerequisites Spanish IA and French IA:**

- Students must receive a FINAL B average or better in a regular English class or have a recommendation from their 6<sup>th</sup> grade English teacher

**Prerequisites for Spanish I:**

- Students must receive a FINAL A average or better in regular English class
- Students must have a recommendation from their 6th grade English teacher

**LIBRARY MEDIA CENTER**

Our 21st century library is a very busy place, as it is used throughout all curriculums. Specific library skills in library usage, citing sources, and research are taught in the 6th grade Literacy class. In 7th grade, research skills and use of online resources are taught as part of the Nonfiction Writing and Research course. 8th graders continue to learn and use research skills. Students are also assisted with some basic computer usage skills for word processing and multimedia projects. Students often use the library to access computers, print school assignments, and collaborate with peers. Patton library's website, which is accessible at <http://cfpms.ucfsd.org/library.html>, may offer a more comprehensive view of the library's many offerings.

**PTO**

<http://cfpms.ucfsd.org/pto/>

The C.F. Patton PTO encourages you to get involved in your child's educational experience by participating in the PTO and its activities. There are many wonderful programs for the enrichment of our children. Volunteers are needed in all areas and any schedule can be accommodated. If you have any questions, please feel free to contact any of the people on the PTO Board.

The PTO membership meetings are open to all CFPMS parents, and we warmly welcome your attendance and participation. It is a great way to feel a connection with the school and become better informed.

In 2017-2018 the PTO membership meetings will be held on the first Thursday of the month at 9:30 AM in the small cafeteria. Watch Hawk News for reminders to attend PTO meetings. Some of the PTO sponsored programs include: Book Fair, Library Volunteers, Art in the Middle, Talent Show, Student/Faculty Basketball Night, Hospitality, Community Service, Spirit Wear, Staff Appreciation, the After-School Language Program, and our major fundraiser of the year, the Patton Spring Carnival. Please make sure to check out the PTO section of the CFPMS website for more information on all the events and meeting minutes.



*Prepared August 15, 2017  
Revised September 14, 2017*

