

Londonderry Middle School



2022-2023
Program of Studies

Pathway to the Future

Londonderry Middle School

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Londonderry, NH 03053



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Londonderry Middle School
Program of Studies
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Introduction – General Information

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

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

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

Londonderry Middle School's Philosophy:

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

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

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

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

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

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

Objectives:

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

Advisory/Academic Enrichment/Social & Emotional Time

The middle school will continue to embrace the components of young adolescent development within the academic day. Each day, students will have time built into their daily schedule to access teacher-driven instructional supports, group activities, and a socially supportive network that corresponds with the physical, intellectual, and emotional development of middle-level students. As an essential part of the middle school experience, this time will focus on creating positive student and teacher relationships to provide a framework for supporting their emotional health. We will continue to foster these desired outcomes by aiming to meet each child's individual needs at Londonderry Middle School.

(It is noted that the objectives for using this time are responsive to our students' ever-changing needs and is a continually evolving model for middle-level students.)

Interdisciplinary Team Organization:

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

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

Grouping for Instruction:

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

Reporting Student Grades:

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

Promotion:

All students must pass at least five core subjects each year, including courses in language arts and mathematics. To be promoted to the next grade, students not meeting these requirements in reading, language arts or math will be required to attend a summer school program. Placement in high school courses does depend on courses taken, and grades achieved at the middle school.

Grade Level Expectations:

Grade 6

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

Grade 7

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

Grade 8

Students are gaining independence and preparation for high school. They are taking the initiative to clarify and complete assignments on time, to demonstrate more self-direction and independence as evidence of readiness for high school expectations.

Academic Intervention Program:

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

Summer Programming:

Summer School:

Students not meeting the requirements of promotion during the regular school year will be required to attend summer school. Programming options will be offered before the end of the final trimester and families will be notified by the school counselor. If students do not attend summer school, they will be required to take an additional block of math, language arts or reading or a recovery course to master the standard and recover the course. This block may be during school or after school depending on the scheduling possible for individual students.

Summer Math Academy:

Summer Math Academy is offered to sixth and seventh grade students who need to continue to develop their mathematical skills. This summer academy provides extra time for our students to be ready for the next school year in mathematics. This program offers a fun, unique environment to continue to build math skills necessary for middle school success.

Enrichment:

The “Young Readers and Writers Summer Seminar” is fun environment for students who love to read and write. This seminar program offers an opportunity for students to build upon their writing skills, prepare for the next grade and have fun. Students bring together their writing, community and schoolwork in a collaborative way.

Library Time:

The LMS Library is open weekly in the summer months to allow students to take out library materials. Some of these materials include reading materials, crafting bags, puzzles, games and more. Students may also participate in our book bag subscription program which allows students to receive a bag of books to read and enjoy.

School Policies, Procedures, and Regulations:

The Student//Parent Handbook which describes in detail all school rules, regulations, and procedures will be available on the school website which allows for easy accessibility for you to refer to throughout the year. All students and parents should read this booklet carefully and become thoroughly familiar with its contents. It will answer many of your questions.

Scheduling of Classes:

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

Course Responsibilities:

Students are responsible for their academic performance in all courses. Additionally, they are financially responsible for all materials and equipment issued to them. Schedule changes must be initiated through the school counselor's office or the Curriculum Office. No students will be allowed to withdraw from the courses needed to meet program or graduation requirements Each schedule change will be considered on its merit and will be subject to class size and scheduling constraints.

Parent/Community Volunteers:

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

Grade 6 Program Outline

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

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

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

Grade 7 Program Outline

Seventh graders will be enrolled in language arts, social studies, science, reading and mathematics. Students opting to take the one-year world language course in 8th grade will take Advanced Young Adult Literature 7.

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

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

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

Grade 8 Program Outline

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

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

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

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

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

Student Services

School Counselor

The Londonderry School District Counseling Program's mission, in cooperation with family, community, and school, is to advocate for and promote the educational, personal, social, and career

development of students. Counselors are trained and skilled in helping students confront and resolve difficulties or conflicts often experienced in the middle school years. Also, we recognize our responsibility to support the teaching-learning process. Counselors travel through the three grades with their students, promoting stronger connections and a better understanding of the student's and family's needs. There are a variety of ways that counselors assist students, teachers, and parents through the transition into middle school and adolescence. To name a few:

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

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

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

A counselor may be seen by appointment during the school day by calling the counselor directly. Parents are urged to maintain contact with their child's counselor regularly. The school counseling department's phone number is 432-6925, Ext. 3278

Health Services

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

Medications @ School

For medications to be given at school, the following shall occur

1. There must be written authorization from the licensed prescriber on file in the student's health record. A new order is needed each school year. This authorization shall contain the following:
 - a. student's name
 - b. name and signature of the licensed prescriber
 - c. name, route, and dosage of each required medication
 - d. frequency and time of medication administration or assistance
 - e. diagnosis and any other medical conditions requiring medication, if not a violation of confidentiality or if not contrary to the request of the parent or guardian to keep confidential
 - f. specific recommendation for administration
 - g. any specific side effects, contraindications, and adverse reactions to be observed.
2. There must also be a written authorization by the parent or guardian to administer all medications.
3. Students may receive certain over the counter medications at school, according to policy JHCD, with written permission from a parent/legal guardian.

Students are Not Allowed to Bring Medication to School.

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

Illness or Communicable Diseases

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

Immunizations

The State of New Hampshire Department of Health and Human Services, Division of Public Health Services has amended the immunization requirements for school enrollment. A complete list of required immunizations can be found on the State of NH website, <https://www.dhhs.nh.gov>, under the Public Health tab. The following are the immunization requirements effective for this upcoming school year (2022-2023) Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccines) – One dose of Tdap is required for entry into 7th grade. VARIVAX All Students K-11 shall have received two valid doses of varicella vaccine or laboratory confirmation of chickenpox disease

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

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

Tdap (Combined Tetanus, Diphtheria and Pertussis Vaccine)

One dose of Tdap is required for entry into 7th grade.

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

Library Services

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

- Providing intellectual and physical access to the library. The library webpage can be accessed from home at the following address: <https://lms.londonderry.libguides.com/home> ;
- Instructing students on locating, using, and evaluating a variety of library and electronic resources;
- Partnering with teachers to plan, develop, implement and evaluate instructional units which meet the school district's objectives and benchmarks.

The library supports instruction by providing staff and students a variety of resources which include books, periodicals, databases, the internet, and audiovisual materials. These resources meet the needs of the curriculum, as well as provide for personal reading enjoyment. The librarians work collaboratively with teachers to design learning activities.

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

The library is open Monday through Thursday from 7:15 am to 3:15 pm and Friday from 7:15 am to 2:45 pm. The library closes at 2:45 pm before all school vacations.

Special Education Services

The Special Education Program is designed to meet the individual needs of students identified as having educational disabilities. An Individual Educational Plan is developed for each student receiving specialized instruction and related services. Londonderry Middle School is fortunate to have a variety of programs and supportive services available to the special needs population. Special Education Programs provide intensive support services to those students who qualify for more concentrated individual supports. All students who receive services are included in the regular classroom to the maximum extent appropriate. Special education staff members, school counselors, administrators, teachers, and parents work together as a team, each bringing his/her expertise to each case.

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

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

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

FLEX Middle (Friendship and Learning Experiences) is an extension of the elementary school district-wide program. This is an inclusive support program for students identified with having Autism Spectrum Disorders. Behavior support is available by the special education teacher and consultation with the Board Certified Behavior Analyst. Students in FLEX are maintaining or are close to grade-level academic abilities. The FLEX program provides an alternative workplace, social skill curriculum, and adult supports as needed throughout the day.

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

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

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

Language Arts Academic Program

Language Arts 6 focuses on written expression, particularly informative through the research process, text response, and argumentative writing. The six traits of writing are taught and emphasized in all content areas. Vocabulary and grammar are taught and reinforced throughout the year. In addition, independent reading encourages students to be lifelong readers and fosters a love of reading. Command of formal English is practiced through the written and spoken word.

Language Arts 7 focuses on the written expression, with a greater emphasis on expository and argumentative writing. Through the use of mentor texts, new vocabulary is introduced and reinforced. In addition, independent reading is monitored to encourage students to be lifelong readers and provides examples of exemplary writing. The Reading and Language Arts teachers work in conjunction to provide this connection. Command of formal English is practiced as well through an emphasis on attention to the spoken word.

Language Arts 8 focuses on written expression, particularly informative and argumentative writing. Literary terms and academic vocabulary are reinforced through the reading of short stories, mentor texts, and nonfiction material. In addition, independent reading is monitored to encourage students to be lifelong readers and to provide current examples of exemplary writing. Command of formal English is practiced through the written and spoken word.

Mathematics Academic Program

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

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

Math In-Focus Grade 6

Instructional time will focus on four critical areas:

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

High Math 6

This MATH IN FOCUS based program will cover all the Mathematics 6 concepts, expanding the ideas and techniques taught in those units. In addition, students will be given an introduction to integers. This class is not accelerated but instead delves deeper into the thinking behind the mathematics taught and the application of these skills.

Advanced Math 6

This course is for students who have demonstrated superior mathematical ability. There will be extensive work in mathematical expressions and equations; multiplication and division of fractions; circle, surface area, and volume; integer operations and rational numbers; linear equations; analysis of data sets; and scientific notation. The course is designed to cover the material at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program.

Math In-Focus Grade 7

Instructional time will focus on the four critical areas of:

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

Pre-Algebra 7

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

Advanced Math 7 (Pre-Algebra & Algebra)

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

Math In-Focus Grade 8

Instructional time will focus on three critical areas:

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

Algebra I (Grade 8)

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

Algebra 1 Honors

This course is for students who have demonstrated superior mathematical ability. This course is designed to cover the material in Algebra 1 at an accelerated pace. Considerable time must be spent outside of class to meet course requirements successfully. The special curriculum teacher teaches this program. This class satisfies the Algebra credit requirements for high school graduation if successfully completed. It takes time to emphasize some of the more abstract applications, provide more math talk time and project based assessments and prepares students for the Honors Algebra 2 program at the high school level.

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

Science Academic Program

Exploring Science 6

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

Exploring Science 7

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

Exploring Science 8

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

Social Studies Academic Program

Social Studies 6

The sixth grade social studies program explores the geography, histories, and cultures of the western

hemisphere. As students will have studied the United States in fifth grade, the focus will be on Canada and Latin America. Map skills, timelines, and vocabulary related to political and economic systems will be emphasized. Interpreting, researching, writing, and presenting information related to topical units will integrate library research skills with information technology. Units presently studied include the Five Themes of Geography, Latin America, Canada Immigration, and the ancient civilizations and the related economies of the Maya, Aztec, and Inca. A comparison between the governments of the United States and Canada will also be made.

Geography 7

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

American Studies 8

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

Reading

Reading 6

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

Young Adult Literature 7

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

instruction to illustrate that literacy standards are a learning target in all disciplines.

Advanced Young Adult Literature 7

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

Young Adult Literature 8

Reading skills developed in seventh-grade reading are reinforced as students continue to build on their understanding of the reading process. Eighth-grade students will learn and apply key reading strategies and tools needed to become successful, fluent readers as they further their understanding of print material. There will also be an emphasis on text structure, visualizing, and inferencing in conjunction with literature-based instruction. Additionally, this class will have a focus on building academic vocabulary to help support more rigorous content area reading.

Advanced Adult Young Literature 8

The focus of the high eighth-grade reading program is to accelerate and expand upon the reading and skills learned in 7th grade. This course will have a greater focus on the informational text as it is used in other content areas. This course will also enhance academic vocabulary, build reading stamina, and provide exposure to complex text. This course will foster the relationship between reading, writing, and communication skills and provide increased rigor and expectations to better prepare students for the demands of lifelong reading. This is a class for strong readers who choose not to take World Language in 8th grade.

Summer Reading

Please note that all middle school students are required to read two novels throughout the summer months. They may attend a summer book or complete a written requirement as evidence of this reading. LMS is a strong advocate for the importance of regular and active reading for all of our students and staff and ask that all families encourage that mission.

WORLD LANGUAGE

FRENCH 1

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

school credit will be awarded upon successful completion.)

SPANISH 1

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

Special Curriculum

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

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

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

Related Arts Programing

Art

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

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

Eight grade art focuses on the creative incorporation of past media knowledge. Students will successfully create works of art with careful consideration of elements and principles of design. Students

will continue to have experiences in the areas of drawing, painting, printmaking, and sculpture. The sketchbook becomes an integral part of each unit. Students will examine underlying philosophies about art as well as discuss art in historical context.

Health

Sixth grade health is an introductory course to health & wellness. The main goal is to build a foundation of functional health knowledge and begin to develop important health skills that students can apply to their own daily lives. Students will gain an understanding of how choices impact a person's health and well-being. Sixth graders will work to develop health-enhancing skills such as interpersonal communication and evaluating credible health sources to assist in their decision-making. Topics may include body systems, stress management, smoking/vaping, and growth & development/puberty.

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

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

Woodworking-Drafting Technology Education (Grade 8)

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

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

Computer Education

Digital Skills & Applications – Grade 6

This course focuses on the 21st-century skills of collaboration, communication, critical thinking, and creativity. Students utilize Microsoft Office and Google Suite applications. Units include digital citizenship, internet safety, and coding and incorporate project-based, and authentic learning experiences and are based on the International Society for Technology in Education Standards for Students.

Computer Science – Grade 7

This course will introduce students to the skill of coding. Students will have the opportunity to copy code using Bitsbox, and write their own code to create their own apps. They will learn what it means to add notes to, as well as create, basic diagrams of their own code. They will also experiment with programs such as Google Sketch-Up which allow them to draw in 3D. Finally, students will learn about the many varied jobs in the computer science field to hopefully motivate them to pursue more coursework at the high school level.

Creative Computing and Media –Grade 8

This twelve-week course is designed to provide students with an opportunity to explore a variety of other forms of technology and media. Students work in small groups and delve into units on photography, sound recording and editing, video production, and animation. As a class, students will focus on the competencies of creativity and innovation, communication and collaboration, critical thinking, problem solving, decision making, and technology operations. These skills will be applied through skill-building activities, projects, presentations and sharing sessions

Physical Education

Our middle school physical education program is intended to expose students to a variety of activities that build lifelong fitness. While exploring a variety of team and individual athletic activities, students also are taught the value and importance of personal fitness. The following is a general list of activities that will be used to engage students in the hopes that all students find a physical activity to carry on independently outside of school.

Team Sports

Soccer
Field Hockey
Basketball
Football
Team Handball
Floor Hockey
Lacrosse
Broom Hockey
Volleyball

Individual/Dual Sports

Badminton
Golf
Table Tennis
Juggling
Unicycling
Lawn Games
Track and Field
Archery

Adventure Activities

New Games
Ropes Course
Climbing Wall
Orienteering
Snow Shoeing
Circus
Frisbee Games

Fitness

Aerobics
Taeko - Pilates
Conditioning
Assessment
Biking
Walking

Performing Music

Chorus

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

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

Beginning Band

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

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

Beginning Strings

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

Concert Band

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

Orchestra

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

Exploring Music

Exploring music is for students to explore music in a non-performing environment. This course will strive to expose students to a variety of musical genres, instruments and theory. Current trends in the music industry, as well as information on audio equipment and other music consumer issues, can all be explored as well. The goal is for students to discover the many avenues of musical study offered in Londonderry and better decide their path in course selection in the future.

Interscholastic Programs

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

Athletics

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

Eligibility

To be eligible for school activities, a student must be in good standing – that is, not on suspension (in or out of school) during the day of the after school activity. No student who arrives at school after 8:05 a.m. or who leaves school before the end of the school day will be permitted to participate in a practice, game, meet or match. A student who is absent on Friday will not be allowed to participate in any weekend competition. The administration has the right to grant an athlete permission to participate if

the parent/guardian can verify a legitimate reason for missing any part of the school day (i.e., doctor's appointment, dentist appointment, or family emergency). The student must then get a pass from the administration, allowing him/her to participate. The pass must be given to the coach.

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

Students who violate policy JFCH/JFCI regarding possession, use and transfer of drugs and alcohol will lose their eligibility to participate in co-curricular activities for 180 days. To be a member of an athletic team, students must have passed all classes during the previous marking quarter. Students who wish to participate in a fall sport must pass all classes during the fourth quarter marking term of the previous school year. (Exception: Incoming sixth-graders start with a clean slate.) Eligibility begins or ends with the distribution of the quarterly report card. Students who fail no more than one course will be placed on probation and required to fill out weekly progress reports for the remainder of the quarter. Students receiving more than one unsatisfactory comment will be declared ineligible.

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

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

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

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

SPORTS

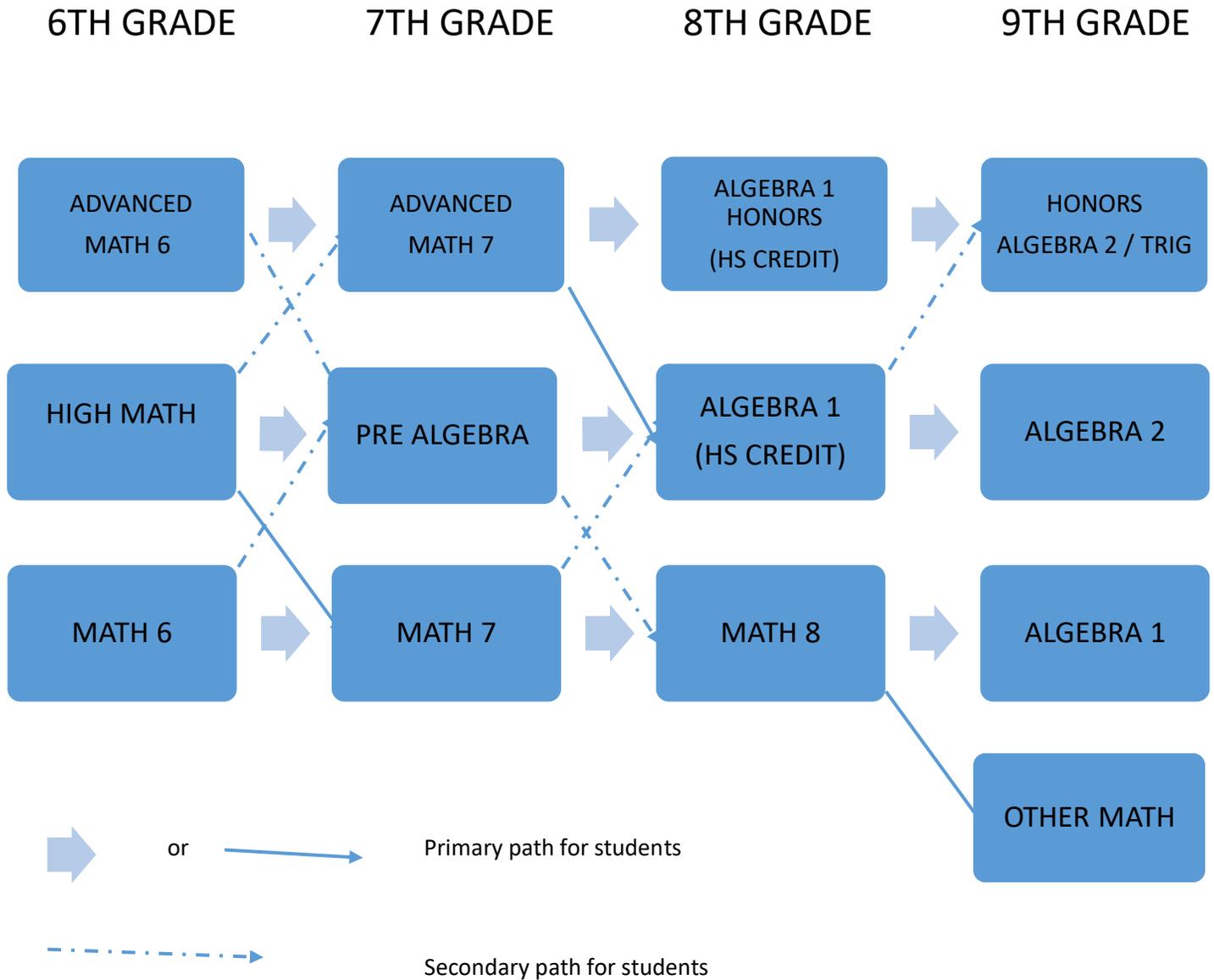
| | | | |
|--------|---------------------|--------|--------|
| Fall | Girls Cross Country | | |
| | Boys Cross Country | | |
| | Girls Field Hockey | M-Team | L-Team |
| | Girls Soccer | M-Team | L-Team |
| | Boys Soccer | M-Team | L-Team |
| | Volleyball | M-Team | L-Team |
| Winter | Girls Basketball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

Activities & Clubs

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

- Boys Respect
- Girls Respect
- Clef Singers
- Color guard
- Drama Club
- Drama Stage Crew
- Girls Book Group
- Intramural Golf
- Intramural Tennis
- Jazz Ensemble
- Newspaper Club
- Pop Stars
- Recreation Club
- Recycling Club
- Robotics
- Safe Sitter Course
- Science Club
- S.E.T. Club (Science, Engineering, Technology)
- Strategy Games Club
- Student Council
- Yoga

LMS MATH COURSE OFFERINGS



LMS READING/WORLD LANGUAGE COURSE OFFERINGS