

**NEW PROVIDENCE MIDDLE SCHOOL  
PROGRAM OF STUDIES  
2021-2022**



**MIDDLE SCHOOL ADMINISTRATION**

**Brian Henry, *Principal***

**Jonathan Keaney, *Assistant Principal***

**CENTRAL ADMINISTRATION**

**David M. Miceli, Ed.D, *Superintendent of Schools***

**Lauren Zirpoli, *Assistant Superintendent of Educational Services***

**James E. Testa, *School Business Administrator/Board Secretary***

**Jay Richter, *Director of Curriculum, Instruction, and Supervision***

**NEW PROVIDENCE MIDDLE SCHOOL**

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New Providence, NJ 07974  
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Dear NPMS Students and Families:

This Middle School Program of Studies was designed to serve as a guide for our students and their families during their time at the Middle School. In it, you will find a complete listing and a brief description of all courses offered in grades 7-8. In addition, you will find information about the clubs that are offered. The more students become involved in school, the more meaning school will have for them. Our course and co-curricular offerings provide students with the opportunity to discover areas of interest and pursue goals that will lead to success in high school and beyond. Please take some time to talk with your child about their goals and the opportunities offered at the Middle School.

If you have any questions regarding our Program of Studies, be sure to contact your School Counselor.

Best wishes for a rewarding year!

Respectfully,

Brian Henry  
Principal

## MIDDLE SCHOOL COUNSELING DEPARTMENT

The middle school counselor assists with the social, emotional, and academic needs of students and acts as an important liaison between the student, teacher, and parents. The counselors work with the classroom teachers as well as the Student Assistance Counselor (SAC) to meet the needs of the changing adolescent and develop school-wide character education lessons throughout the year. In addition, they provide classroom lessons on Social Media Safety, HIB/Code of Conduct, Naviance/Career Counseling, and Social Emotional Learning. The counselors also provide group counseling, implement I&RS and 504 Plans, assist with academic scheduling and testing programs and help students with the transitions that occur from elementary school through middle school and into high school.

Jillian Shadis, *Director of School Counseling*

Kim Chrisostomides, *School Counselor*

Amy McNany, *School Counselor*

David Chango, *Student Assistance Counselor (SAC)*

## DISTRICT DEPARTMENT HEADS

**Kathleen Blanco**, *Language Arts/Grades K-6*

**Leah Bromley**, *Science*

**Laura DeNicola**, *World Language*

**David Goldstein**, *Language Arts/Grades 7-12*

**Susan Kirkland**, *Music and Performing Arts*

**Michael Criscitello**, *S.T.E.M.*

**James McGeechan**, *Technology & Information Services*

**Susan Rembetsy**, *Mathematics/Grades 7 - 12*

**Michelle Testa**, *Mathematics/Grades K-6*

**Jennifer Tiongson**, *Visual and Practical Arts*

**Byron Tracey**, *Social Studies*

# COURSE DESCRIPTIONS

## LANGUAGE ARTS

### 7<sup>th</sup> Grade Language Arts

The 7<sup>th</sup> grade Language Arts program continues the development of the New Jersey Student Learning Standards. The literacy skills of reading, writing, speaking, listening, viewing, and researching are taught in an integrative and interactive way. Specifically, a strong emphasis on the relationship of the language processes to thinking and learning characterizes the course with various literary forms and genres found in poetry, drama, short fiction, non-fiction, and the novel.

The curriculum utilizes the Reading and Writing Workshop models and units. The Reading program focuses largely on student-selected books and student-centered discussions, and students have access to extensive classroom libraries so they can explore topics and genres that interest them. The units provide exposure to a variety of genres that students collaboratively and independently evaluate. Furthermore, the units lend themselves to developing crucial skills and strategies necessary to formulate strong written responses to narrative tasks, literary essays, and research simulation tasks. Students learn effective 21st Century communication skills, participating in book club discussions, interpreting informational texts, and synthesizing the knowledge gained. In addition, students use their critical thinking abilities to develop essays that reflect nuanced arguments, and researched claims.

### 7<sup>th</sup> Grade Enriched Language Arts

#### **Prerequisites in 6th Grade:**

- A student must maintain an A- (90%) average or higher for the year. For both Reading and Writing, two of the three trimester grades must be an A- (90) or higher and one of the three grades cannot be lower than a B (85%), **AND**
- Advanced performance on a department-specific assessment. The assessment is split into an objective and an essay section. Students must obtain advanced performance in both sections to be eligible, **AND**
- Advanced performance on the 6th grade Teachers College Independent Reading Level Assessment (or the equivalent online assessment during hybrid learning).
- If a student scores below the prerequisite requirement on **one** of the above criteria, an InView Test Score of **120** or above may be used to determine eligibility.

Please Note: There is no additional appeal process for 7th grade Language Arts placement.

In addition to the regular components of the 7<sup>th</sup> grade Language Arts program, the Enriched Language Arts program studies supplementary literary works that encourage higher-level critical thinking, evaluation, and synthesis.

### 8<sup>th</sup> Grade Language Arts

The 8<sup>th</sup> grade Language Arts program continues the development of the New Jersey Student Learning Standards. The literacy skills of reading, writing, speaking, listening, viewing, and researching are taught in an integrative and interactive way. Specifically, a strong emphasis on the relationship of the

language processes to thinking and learning characterizes the course with various literary forms and genres found in poetry, drama, short fiction, non-fiction, and the novel.

The curriculum is centered on the Reading and Writing Workshop models and units. The Reading program focuses largely on student-selected books and student-centered discussions, and students have access to extensive classroom libraries so they can explore topics and genres that interest them.

The Writing Units are designed to teach the skills most important to a 21st-century learner, such as writing for authentic audiences and issues. Additionally, there is explicit instruction in the craft of writing. Throughout, students draft, write, revise, and edit for a variety of audiences and purposes. Instruction in the support skills of grammar, usage, and mechanics is stressed within the editing phase of this process.

### **8th Grade Enriched Language Arts**

Prerequisites in 7th Grade:

- A student must maintain a minimum average of A- (90%) in a 7th grade Language Arts course with three of the four marking period grades being an A- (90) or higher, and no marking period grades lower than a B (85), **AND**
- Advanced performance on a department-specific assessment.

In addition to the regular components of the 8<sup>th</sup> grade Language Arts program, the Enriched Language Arts program studies supplementary literary works that encourage higher-level critical thinking, evaluation, and synthesis. Students are also challenged to compose expository writings that stimulate mature and well-developed syntax, sentence construction, vocabulary, and mechanics.

## **MATHEMATICS**

### **7<sup>th</sup> Grade Mathematics**

The mathematics program in Grade 7 is designed to actively engage students in a variety of activities and explorations that foster and develop an understanding of proportional relationships, computing with rational numbers within expressions and equations, solving problems involving area, surface area, and volume, and drawing inferences about populations based on samples. In Grade 7, instructional time focuses on the following areas:

- *Extend ratios and proportionality*  
Students solve real-world problems involving percent increase/decrease, discounts, interest, tips, and taxes. They graph proportional relationships and understand unit rate informally as a measure of the steepness of a line, called its slope.
- *Extend the rational number system*  
Students develop a unified understanding of fractions, decimals, and percents as different representations of rational numbers. They use the properties of numbers to be able to explain the rules for adding, subtracting, multiplying, and dividing with negative numbers. This is applied in formulating expressions and equations in one variable in order to solve problems.
- *Extend geometric measurement*

Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three- dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

- *Explore statistical designs*

Students build on previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

### 7<sup>th</sup> Grade Enriched Mathematics

#### **Prerequisites:**

- A student must maintain an A- (90) average or higher for the year. Three of the four marking period grades must be an “A-” or higher and one of the four marking period grades cannot be lower than a B (85). **AND**
- Advanced performance on a department-specific skills assessment. **AND**
- Advanced performance on a department-specific applications assessment.

The 7<sup>th</sup> Grade Enriched Mathematics course explores topics at a greater level of detail than the regular 7<sup>th</sup> Grade Mathematics course. Students are expected to go beyond applying a formula and must also be able to derive it in order to show an understanding of its development and validity. The course is focused on higher-level skills that emphasize prediction, analysis, development, and interpretation of results.

A very small population of students eligible for Enriched Mathematics 7 will be eligible for placement in the high school level honors course, Algebra I Theory and Applications. This will be considered only if a student is mature enough to handle a high school level honors course as a 7<sup>th</sup> grader. If a student is eligible for the Algebra I Theory and Applications course as a 7<sup>th</sup> grader, he/she will be taking Geometry Theory and Applications as an 8<sup>th</sup> grader, and Advanced Algebra and Functions as a 9<sup>th</sup> grader, accelerating his/her mathematics program by two years over the average student. Additionally, every student (regardless of grade-level) taking Algebra I T/A (a high school level course) will be required to take the Algebra I NJSLA assessment.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics

## 8<sup>th</sup> Grade Mathematics

The mathematics program in Grade 8 is designed to actively engage students in a variety of activities and explorations that foster and develop understanding in working with linear equations and their solutions, exploring the idea of a function, and analyzing shapes using distance, angles, similarity, and congruence. In Grade 8, instructional time focuses on the following areas:

- *Use linear equations to represent problems*  
Students recognize equations for proportions ( $y=mx$ ) as special linear equations ( $y=mx+b$ ) in order to understand the constant of slope as a rate of change. Students also use linear equations to describe the association between two quantities, such as arm span vs. height. Fitting a model and assessing its fit are done informally. By the end of the year, students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane. Problems involving systems and linear functions are analyzed and solved.
- *Investigate the concept of function*  
Students recognize that a function is a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. Several different representations of functions are investigated.
- *Explore geometric measurement*  
Students investigate distances and angles of shapes as they behave under translations, rotations, reflections, and dilations. Ideas of similarity and congruence are further explored involving parallel lines. Students justify and apply the Pythagorean Theorem and its converse. To complete their work on volume, students solve problems involving cones, cylinders, and spheres.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics.

## Algebra I

### **Prerequisite:**

- Successful completion of 7<sup>th</sup> Grade Mathematics with a cumulative average of A- (90) or higher.
- Advanced performance on 7<sup>th</sup> grade cumulative assessment.

Algebra 1 is a course designed to emphasize an axiomatic development of the rational number system as a primary objective. Other major topics in the course include solving equations, the rectangular coordinate system, quadratic functions, exponential functions, and applications. The course employs an inductive and deductive approach in the development of content. The student gains an understanding of key concepts and proficiency in various processes, which are necessary for future study in mathematics courses, and also are employed in many other fields of study.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills

as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics. All students (regardless of grade-level) taking Algebra I (a high school level course) will be required to take the Algebra 1 NJSLA assessment.

### **Algebra I Theory and Applications (Honors)**

#### **Prerequisite:**

- Successful completion of 7<sup>th</sup> Grade Enriched Mathematics with a cumulative average of B (85) or higher.

Algebra I Theory and Applications is the first course in the sequence of honors courses. Foundation principles are established in the following areas: solving equations and inequalities, understanding an axiomatic structure, use of variables and algebraic expressions, linear function leading into quadratic functions, formulas, and factoring algebraic and polynomial expressions.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics. All students (regardless of grade-level) taking Algebra I T/A (a high school level course) will be required to take the Algebra I NJSLA assessments.

### **Geometry Theory and Applications (Honors)**

#### **Prerequisite:**

- Successful completion of Algebra I Theory and Applications with a cumulative average of B (85) or higher.

Geometry Theory and Applications is the second course in the sequence of honors courses. Various types of geometry, including plane and solid Euclidean, symbolic logic, and validation of arguments are introduced. Transformation geometry is a primary mode of development as well as the synthetic proof.

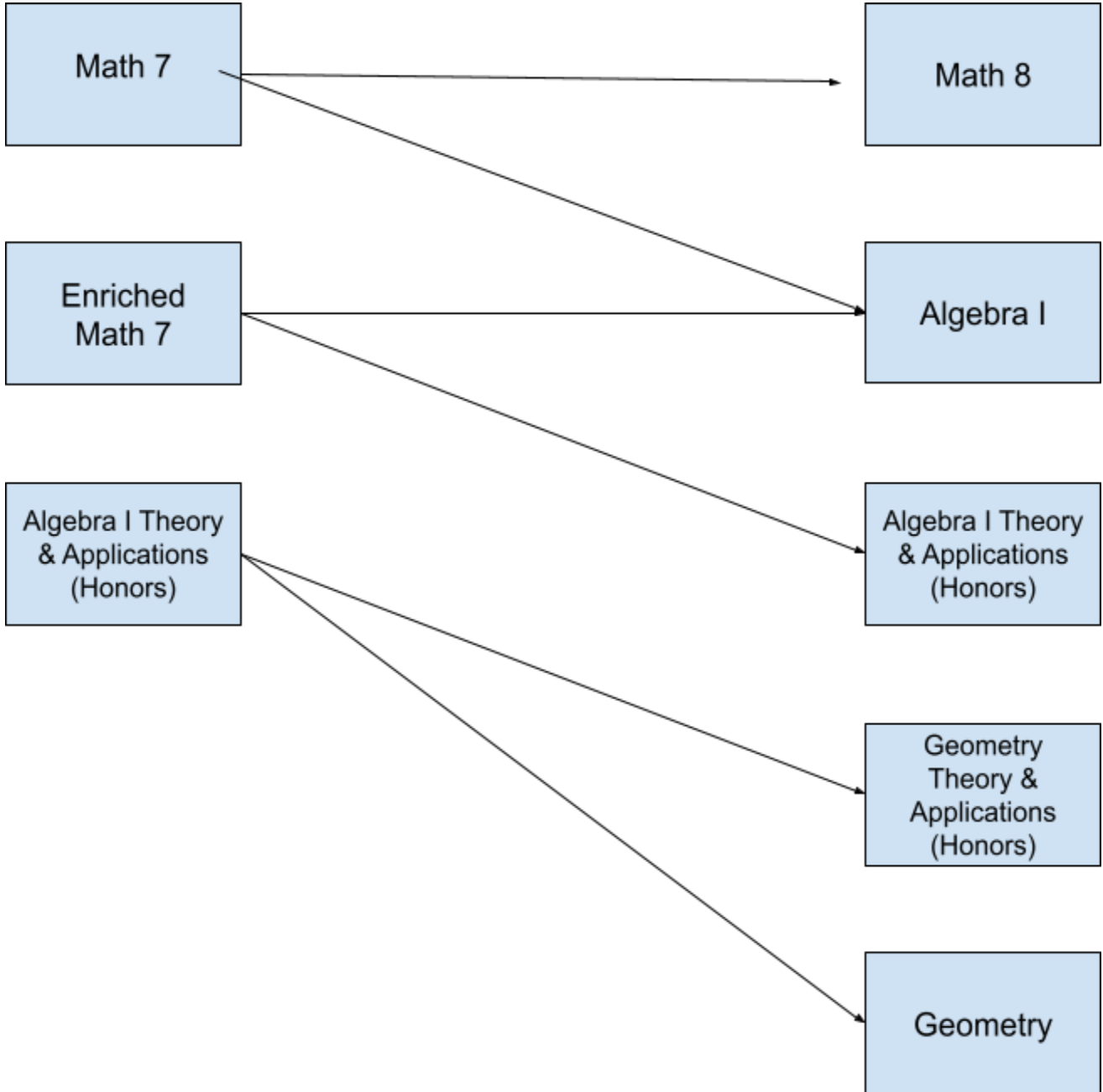
The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher-order thinking skills as well as the integration of global perspectives and financial literacy. The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics. All students (regardless of grade-level) taking Geometry T/A (a high school level course) will be required to take the Geometry NJSLA assessment.



### New Providence Middle School Mathematics Flowchart

7th Grade

8th Grade



## MUSIC

The Middle School offers a daily music ensemble period for band, chorus, and orchestra. Students have the option of choosing one ensemble or may participate in two. All ensembles perform three or four times a year. Band, chorus, and orchestra are curricular offerings and are graded accordingly. As a supplement to their instruction, all instrumental students will attend one lesson per week on a rotating schedule. This lesson is in addition to the ensemble period.

Extracurricular performing opportunities are available through participation in Jazz Band, and Select Choral Ensemble. Students interested in these additional performance opportunities are required to participate in the related major ensemble.

### **District Philosophy - Repertoire Selection for Concerts:**

Each teacher enters into the selection process of ensemble literature with the mindset of selecting repertoire based on the quality of composition, aesthetic and educational value, and overall effectiveness with regard to the music education of the students in the ensemble. If the selection is deemed “good music,” it inherently has validity and educational merit. In selecting literature, teachers endeavor to find music that expands each student’s musical experiences.

In addition to being a catalyst for the development of musical skills and concepts, repertoire should expand each student’s cultural awareness. This repertoire, and accompanying texts (in the case of vocal music), may or may not be associated with holidays - religious or otherwise. Because tradition and culture are rooted deeply within the composition, performance, and enjoyment of music, the study of these traditions and cultures is essential for an optimal musical experience.

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music representative of various holidays and traditions, not only in order to perform the music with greater skill, but also to better understand the world around them. The selections in a single concert comprise a mere snapshot of a student’s complete educational journey.

## PHYSICAL EDUCATION & HEALTH

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. It is the intent of the physical education program at each grade to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate

successfully, now, as well as in the future.

Health Education classes will promote wellness, which incorporates social, physical, and emotional health. The course will give students skills that will be applicable throughout their lifetime. Students learn about personal health, drugs, safety, global perspectives, and relationships. Health Education is a sequential and age-appropriate instructional program to help students develop positive behaviors and attitudes that contribute to a healthy, active lifestyle. Health literacy in the 21<sup>st</sup> Century will have a strong emphasis on incorporating technology, global perspectives, and interdisciplinary connections.

The Physical Education and Health curriculum is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

## SCIENCE

### 7th and 8th Grade Science and Engineering

The Middle School Science and Engineering courses are designed around the Next Generation Science Standards (NGSS) and the New Jersey Student Learning Standards for Science (NJSLS-S). These courses integrate the three dimensions of the NGSS: the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts into the science classroom in order to engage students in experiences that lead to a deeper understanding of the natural and designed world.

As the NJ Model Science Curriculum states:

*The goal of the middle school science education curriculum is to produce students who have gained sufficient knowledge of the practices, crosscutting concepts, and core ideas of science and engineering to engage in public discussions on science related issues, to be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. They should come to appreciate that science and the current scientific understanding of the world are the result of many hundreds of years of creative human endeavor. It is especially important to note that the above goals are for all students, not just those who pursue careers in science, engineering, or technology or those who continue on to higher education (p. 9, NRC, 2012). Given this goal, an integrated science curriculum model should drive the formation of middle school science curriculum because:*

- *The nature of science is complex and multidisciplinary.*
- *Learning theory research in science shows an expert knowledge base develops better through interdisciplinary connections and not through isolated content.*
- *Effective research based practices for curriculum and instruction in science and engineering are supported through this approach.*

The courses both integrate an examination of the engineering design process and are designed to help students engage in scientific inquiry by incorporating the Science and Engineering practices that ask students to:

- Ask questions and define problems
- Develop and use models
- Plan and carry out investigations
- Analyze and interpret data
- Use mathematics and computational thinking
- Construct explanations and design solutions
- Engage in argument from evidence
- Obtain, evaluate, and communicate information

Middle school science is taught as a process in which students construct an understanding of scientific core ideas through investigations and analysis of observed phenomena. The following are the specific science units explored:

#### *7th Grade Science and Engineering Units*

- Structure and Properties of Matter
- Changes in Matter
- Chemical Reactions
- Structure, Function, and Information Processing
- Growth, Development, and Reproduction of Organisms
- Inheritance and Variations of Traits
- Organization for Matter and Energy Flow in Organisms
- Earth Systems

#### *8th Grade Science and Engineering Units (Standard and Enriched)*

- Evidence of Common Ancestry
- Selection and Adaptation
- Stability and Change on Earth
- Human Impacts on Earth Systems and Global Climate Change
- Relationships Among Forms of Energy
- Forces and Motion
- The Electromagnetic Spectrum

Both curriculums are aligned with the 2016 New Jersey Student Learning Standards for Science (NJSL-S).

#### **8th Grade Enriched Science and Engineering**

##### **Prerequisites:**

- A student must maintain an A- (90) average or higher for the year in 7th grade Science.
- Advanced performance on a department-specific assessment.

The Enriched Science and Engineering 8 course will incorporate more rigorous investigations of phenomena and engage students in complex problem solving that requires higher-level critical thinking, computational skills, and analytical skills. It will also provide opportunities for extended open-ended inquiry of complex, authentic tasks.

## SOCIAL STUDIES

### 7<sup>th</sup> Grade Social Studies

The 7<sup>th</sup> grade Social Studies course will focus on a chronological study of American history beginning with an examination of the earliest indigenous cultures and continuing through the Age of Jefferson (1820). Topics include the cultures of the indigenous peoples of the Americas, the encounter between the Europeans and the indigenous peoples, the emergence of colonial America, the events on the road to revolution, the American Revolution, the development of the American Republic, the Constitution, the Federalist era, and the Age of Jefferson. Strong emphasis will be placed on the use of primary and secondary source reading and interpretation.

The Social Studies curriculum is aligned with the 2020 New Jersey Student Learning Standards for Social Studies.

### 8<sup>th</sup> Grade Social Studies

The 8<sup>th</sup> grade Social Studies course continues the examination of American history, covering the years from 1820 through 1877. Topics will include the growth of American industry, technological change, the age of Jackson, westward expansion, the rise of sectionalism, reform movements, the Antebellum period, the Civil War, and the attempts at rebuilding the nation during the era of Reconstruction. Strong emphasis will be placed on the use of primary and secondary source reading and interpretation. All students will take the Honors World History placement test in 8th grade in anticipation of scheduling for grade 9.

The Social Studies curriculum is aligned with the 2020 New Jersey Student Learning Standards for Social Studies.

## S.T.E.M.

Over the four STEM exploratory courses students collaborate in small groups and use the engineering design process to develop their creativity, critical thinking, communication and problem-solving skills. In the seventh-grade students explore Junior Engineering and Coding, and in the eighth grade, Robotics and Digital Art and Design. These courses are designed around a student-centered classroom, where students are encouraged to determine their optimum pace, make choices in how to best achieve their learning objectives, and seek peer and teacher feedback.

In addition, the engineering design process and STEM concepts are integrated into the 7th and 8th grade Science programs where appropriate.

Middle School students will also have the opportunity to engage in a variety of extracurricular STEM activities and competitions as members of the Technology and STEM clubs. These may include but are not limited to, VEX Robotics Competition, NJ MS STEM League, Science Olympiad, Solar Sprints, TEAMS competition, and Scratch programming.

## WORLD LANGUAGE

*Students must choose a World Language in 7th grade.  
They will remain in the same language for their middle school career.*

### Spanish A- 7th Grade

Spanish A provides the student with an introduction to the Spanish language and the culture of the Spanish-speaking world. Emphasis is on the development of listening and speaking skills as well as reading and writing. Elements of the course include vocabulary related to daily life, the sound and spelling system, and elementary linguistic structures that support conversation. The World Languages curriculum is aligned with the New Jersey Student Learning Standards for World Languages.

### Spanish B - 8th Grade

Spanish B is offered to students who have successfully completed level "A". Emphasis is on the further development of listening, speaking, reading, and writing skills through the introduction of additional vocabulary and more advanced linguistic structures. Basic communication skills are stressed as students continue to explore a wide variety of cultural topics and read short selections in Spanish. Those students who demonstrate a high level of proficiency on the 8<sup>th</sup> grade Spanish Language placement test will be eligible to enroll in Spanish 2 as freshmen. The World Languages curriculum is aligned with the New Jersey Student Learning Standards for World Languages.

### French A- 7th Grade

French A provides the student with an introduction to the French language and the culture of the French-speaking world. Emphasis is on the development of listening and speaking skills as well as reading and writing. Elements of the course include vocabulary related to daily life, the sound and spelling system, and elementary linguistic structures that support conversation. The World Languages curriculum is aligned with the New Jersey Student Learning Standards for World Languages.

### French B - 8th Grade

French B will continue to engage students in the basic elements of French language and culture they began in French A. Through interactive lessons using everyday vocabulary, students will continue to speak, read, write, and understand spoken French. The course will also cover cultural aspects of the language with regard to sports, weather, holidays and vacationing, pastimes, clothing, shopping, the home, and customs not only in France but also in the Francophone World.

Those students who demonstrate a high level of proficiency on the 8<sup>th</sup> grade French Language placement test will be eligible to enroll in French 2 as freshmen. The World Languages curriculum is aligned with the New Jersey Student Learning Standards for World Languages.

## TECHNOLOGY LITERACY

Technology Literacy continues to be an integral part of student learning at New Providence Middle School. Technology is integrated throughout all subject areas. Middle school students engage in curriculum-related technology activities designed by their classroom teacher, technology specialists, and/or library media specialists. Students are encouraged to use technology for personalized learning, problem-solving activities and to utilize technology as a tool to transfer knowledge and communicate their understandings effectively.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation
  - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Critical Thinking and Problem-solving
  - Multiple solutions often exist to solve a problem.
  - An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
- Digital Citizenship
  - Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
  - There are tradeoffs between allowing information to be public and keeping information private and secure.
  - Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
  - Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.
  - Digital technology and data can be leveraged by communities to address effects of climate change.
- Global and Cultural Awareness
  - Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
- Information and Media Literacy
  - Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
  - Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
  - The mode of information can convey a message to consumers or an audience.
  - Sources of information are evaluated for accuracy and relevance when considering the use of information.
  - There are ethical and unethical uses of information and media.

- There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
- Technology Literacy
  - Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
  - Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

### EXPLORATORY COURSES

The seventh and eighth-grade curricula incorporate modular courses that are offered for shorter periods of time and provide varied opportunities in the student's program. Exploratory courses will be offered from among the following curricular areas:

Art - 7th and 8th grade  
 Coding (STEM) - 7th grade  
 Digital Art and Design (STEM) - 8th grade  
 Drama - 7th and 8th grade  
 Financial Literacy - 8th grade  
 Junior Engineering (STEM) - 7th grade  
 Music - 7th and 8th grade  
 Photoshop - 7th grade  
 Robotics (STEM) - 8th grade

NOTE: Grades are assigned for these exploratory courses and are included for honor roll status.

### MEDIA CENTER

The New Providence High School/Middle School Media Center serves the staff and students of both schools. In addition to a large print and audiovisual collection, the media center has a network of computer workstations that offer access to the Internet and online subscription databases that support research in all curriculum content areas. Middle School teachers plan research projects in conjunction with the media specialists and relevant instruction in information literacy skills is integrated into the lesson plans for each media center class visit. The Media Center is open to Middle School students who need to work on assignments before and after school, from 7:30 a.m. to 4:00 p.m., Monday through Thursday, and until 3:30 p.m. on Friday.

### HOMEWORK

Homework is assigned to reinforce the learning experience of the classroom, to develop good study habits, and to encourage the self-discipline necessary for successful academic achievement. Middle School students can expect up to 1 hour and 40 minutes of homework per night. In addition, students are expected to devote 30 minutes per night to recreational reading of their choice



### SUMMER READING

During the summer, students are required to complete readings. Suggested reading lists and the assignment forms can be found on the [New Providence Middle School Summer Reading](#) page. Students are asked to submit the completed assignment to their teachers during the first week of school in September.

### CO-CURRICULAR ACTIVITIES

**Sign-ups for co-curricular clubs will be announced in the Fall.**

- Art Club
- Drama Club
- Choral Ensemble
- Math Club
- Peer Leadership
- Robotics Club
- Stage Band
- STEM Club
- Student Council
- Student Services Organization
- Technology Club
- Yearbook