

WEST ESSEX REGIONAL SCHOOL DISTRICT

West Essex Middle School



Program of Studies

2008-2009

"DEDICATED TO ACADEMIC EXCELLENCE AND SOCIAL RESPONSIBILITY"

2008-2009

2008-2009 Program of Studies approved by the Curriculum Committee on 12/11/07
and the West Essex Board of Education on 12/17/07

WEST ESSEX REGIONAL SCHOOL DISTRICT

65 West Greenbrook Road
North Caldwell, NJ 07006
(973) 228-1200



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Mr. David Imhof
Ms. Kristin Fox
Ms. Diana Schoenblum
Ms. Danielle Shanley

◆Mission◆

The mission of West Essex Regional School District is to produce self-sufficient citizens who are adaptable to change and who possess the self-esteem, motivation and skills:

- To continue life-long learning and individual growth
- To meet the challenges of the future, both societal and technological
- To think critically and creatively
- To communicate effectively
- To solve complex problems
- To make responsible decisions, and
- To respect cultural differences

Clearly focused quality educational experiences will be provided that promotes excellence through an active and responsible partnership with the community, a visionary and innovative curriculum, and a dedicated and knowledgeable staff.

“Dedicated to academic excellence and social responsibility”

Philosophy of the West Essex Middle School

West Essex Regional Middle School subscribes to the philosophy that students making the transition from childhood to adolescence need a supportive learning environment. Recognizing the tremendous variability of biological, psychological, intellectual and social needs of adolescents, the middle school will provide a program which will:

- Cultivate intellectual curiosity as lifelong learners.
- Teach skills that will promote academic growth.
- Build self esteem and social skills.
- Infuse the pillars of character education:
 - Responsibility
 - Respect
 - Trustworthiness
 - Honesty
 - Kindness
 - Citizenship
 - Tolerance
 - Sharing
- Encourage creativity across the curriculum.
- Provide experiences and opportunities to maximize student growth.
- Transition learners from dependence to independence

With the effective support of the school, the home, and the community, students will receive the tools necessary to be successful and productive high school students and young adults

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GUIDANCE AND STUDENT PERSONNEL SERVICES

Mrs. Jayne Bembridge
Director of Guidance/Student Personnel Services
973-228-1200

High School Counselors

Mrs. Mary Jo Callanan ..214
Dr. Barbara Cieremans...210
Mrs. Linda Grancagnolo...215
Ms. Erin Kida...216

Middle School Counselors

Mrs. Theresa Imhoff...314
Mrs. Patricia Pawlikowski...313
Mrs. Valerie Robertson...312

SAC

Mr. Anthony Emering...255

SAC

Mrs. Michelle Bryen...364

Students are assigned to counselors alphabetically according to their last name and remain with the same counselor for four years. Students in both the junior and senior high school are able to develop supportive relationships with their counselors so that significant issues can be addressed if and when they emerge. Adolescents face many challenges in our society today; therefore, the role, responsibilities and contributions of counselors are of vital importance.

The guidance counselor provides continuity throughout the student's career at both the junior high school and the senior high school. Students are encouraged to keep in close contact with their counselor. At the middle school, counselors play an essential role in helping students adjust to their new school. Other services include academic assistance with educational planning; counseling students experiencing academic difficulty and helping with home, school, and/or social and interpersonal concerns. The development of a four-year high school plan begins in grade 8. Students, parents, guardians, and counselors establish goals and take the necessary steps to attainment of those goals as students advance each year. Four-year high school plans are reviewed and refined each year.

At the high school, counselors provide educational and career counseling. Guidance services are provided through both individual and group counseling opportunities. Throughout the school year guidance counselors meet with students and parents to review mutual concerns. Appropriate program placement, course selection, and college planning take place on an on-going basis.

Services Available to Students/Parents

Student Assistance Counselor (SAC)

The SAC provides information, evaluation and resource referral for assessment and/or treatment for drug/alcohol problems. A SAC's primary role is to focus on the social and emotional wellbeing of a student in response to the many and varied problems that students bring with them to school including alcohol and drug related issues. Both academically and socially these students are at risk.

504 Pupil Assistance Committee

The Rehabilitation Act of 1973, section 504 is a federal civil rights statute which protects the rights of persons with disabilities. The West Essex Regional School District has established the 504 Pupil Assistance Committee process to provide assistance to students exhibiting difficulties in school. The West Essex Coordinator designed to handle inquiries regarding nondiscrimination under section 504 is Mrs. Bembridge. The 504 Committee, through its evaluation of student referrals, develops academic and social strategies for students. These interventions, along with parental support and student cooperation, can assist students in having a more successful high school experience.

Intervention and Referral Services

The educational mission is made more complex by the increased incidence; prevalence and intensity of problems students bring to school. Due to these at risk behaviors, the school provides a program of intervention and referral services (I & RS) for general education students. I & RS addresses academic, behavioral, psychological, physical and substance abuse problems. Counselors, parents, or any other staff member can make referrals to this committee with concerns about a specific student. Academic and behavioral information is gathered from teachers, guidance counselor, and parents. The committee will collectively suggest appropriate interventions to be tried in the classroom setting.

Special Services Department

The Special Services Department provides services for students who have difficulty with the learning process for a variety of reasons. Students are usually identified through their daily interactions with their teachers, guidance counselors, and administrators or through their parents who may question why their child is having a difficult time learning material or concepts. When the student is identified as someone who may need an evaluation, the Child Study Team (CST), which consists of a Learning Disabilities Teacher Consultant, a School Psychologist, and a School Social Worker, meets with the parents. The student's guidance counselor and a teacher also attend this meeting. The purpose of this meeting is to ascertain what evaluations need to be completed.

When the CST has completed its evaluations, the CST meets with the parents, guidance counselor and mainstream teacher to discuss the results. A student is determined to be eligible and classified "eligible for special education and related services" under the New Jersey Administrative Code when it is determined that the student has one or more disabilities defined in this Code and this disability adversely affects the student's educational performance. Classification is based on all assessments conducted by CST

members and other specialists. If a student has been determined to be classifiable under the New Jersey Administrative Code and is in need of Special Services, the program and services deemed appropriate for the student is discussed at this time and an individualized education program (IEP) is developed.

Resource programs serve students who have similar educational needs in accordance with their IEP's. The array of programs offers instruction in the core curriculum content standards unless the IEP specifies an alternative curriculum due to the nature or severity of the student's disability. Services are provided at West Essex Junior High School and Senior High School through the Resource Program where students may receive replacement courses in academic areas modified from the general education curriculum based on the student's IEP.

The CST works with the parents to develop appropriate program placement in the least restrictive environment where the student will be successful. Of course, the student must do his/her part and work to his/her potential to master the curriculum content. The district offers the following program placements:

Essex County Vocational Technical Schools

The Essex County Vocational Technical Schools is a regional public school system that provides both occupational and academic instruction for high school students and adult students in the Essex County region. The district has four high schools: Bloomfield Tech, Newark Tech, North 13th Street Tech and West Caldwell Center.

All four high schools provide full comprehensive academic and occupational programs for grades 9 to 12. West Caldwell offers a full-time program for students with special needs and a shared-time program for general and special needs students. The district meets the diverse needs of a wide range of students including special education students, students with limited English proficiency, and gifted and talented students.

The philosophy of the district is to challenge all students through accelerated academic programs and rigorous occupational and technical training. The goal of the schools is to open doors of opportunity for its graduates that allow them flexible career choices and access to a college education. All general students graduate with both career skills that meet nationally certified standards allowing them to enter the workplace directly, and academic skills that allow them to pursue post secondary education.

West Essex Regional students attend the West Caldwell Center located at 620 Passaic Avenue, West Caldwell. The West Caldwell Center offers programs in the following areas: automotive technology, automotive repair service, cosmetology, carpentry, commercial foods, culinary arts, horticulture, landscaping/industrial maintenance, office maintenance, office occupations, supermarket careers, and technology service and installation.

If your son/daughter is interested in pursuing a program at Essex County Vocational Technical School, please contact the guidance counselor.

ENGLISH



English 7 (Levels 1 and 2)

Fulfills Requirement - Grade 7

The English 7 curriculum consists of selected works of literature and grade specific Language Arts skills. Students will approach selected literary works literally, inferentially, and critically. Literature, representative of several genres, will serve as a basis to explore literary devices including but not limited to: plot, theme, characterization, and figurative language. Language Arts skills addressed include vocabulary, mechanics, usage, grammar, and composition. As seventh grade is a transitional year, many skills are reviewed and then expanded upon to prepare students for the English 8 Curriculum. Level placement is determined by standardized test scores.

Interdisciplinary Literacy Seminar 7 (Levels 1 and 2)

Fulfills Required Elective Grade 7

This year-long, interdisciplinary course focuses on higher order thinking and strategic learning. It engages students in analyzing and evaluating information across the disciplines through four thematic units: the research paper, biography/autobiography, content area reading, and media. Included will be activities to understand the major themes of the unit and projects to demonstrate that students can apply the themes. Projects will include writing a research paper, essays, articles, and letters. Throughout the year, and within each quarter, students will learn how to respond to open ended questions; write persuasively; build vocabulary; and be able to ask and answer questions relating to higher order thinking skills. Embedded into the curriculum is an understanding of the tasks that students will face on New Jersey ASK 7 exam. Level placement is determined by standardized test scores.



English 8 (Levels 1 and 2)

Fulfills Requirement - Grade 8

Prerequisite: English 7 and Departmental Recommendation

The English 8 curriculum builds upon the Language Arts skills reinforced in English 7, and introduces additional specific skills for grade 8. English 8 employs a thematic approach to literature, incorporating a variety of age appropriate, stimulating works from various genres.

Writing assignments will challenge students to utilize and expand knowledge of mechanics, usage, grammar and vocabulary. English 8 actively prepares the student for the rigors of the English 9 curriculum and the New Jersey ASK 8 exam. Level placement is determined by standardized test scores, 7th grade achievement in English, and Departmental recommendation.

Interdisciplinary Literacy Seminar 8 (Levels 1 and 2)

Fulfills Required Elective Grade 8

Prerequisite: ILS 7 and Departmental recommendation

This one semester interdisciplinary course focuses on higher order thinking and strategic learning. It engages students in analyzing and evaluating information across the disciplines while focusing on skills which promote critical analysis of the text. The units include one quarter on Ethics and one quarter in Writing for On Demand Tasks. As a result of these units of study, students will learn to quickly read and interpret prompts (written and visual), make decisions about a stand that must be taken, and use examples that will demonstrate and support their positions. Students will also engage in discussion to stimulate analytical and critical thinking skills. In addition, Students will use newspaper and magazine articles, movies (*The Emperor's Club* and/or *Codebreakers*), case studies, and situation scenarios to jump start discussions related to ethical issues and facilitating personal ethical decisions. These high interest topics include cheating, plagiarism, bullying, as well as other character education builders, appropriate level for junior high school students. Embedded into the curriculum is a formalized test preparation program focused on the requirements of the New Jersey ASK 8 exam. Level placement is determined by standardized test scores, 7th grade achievement in English and Departmental recommendation.

English Lab

(Does not fulfill grade level English requirement)

Prerequisite: Departmental Recommendation

Grades 8

English Labs are for students needing help in developing skills related to academic success in the regular English Classroom and on standardized tests, including the NJASK 7 exam. Scores on standardized tests determine placement in English Lab. These courses provide remediation in Language Arts skills not limited to: writing, reading, interpreting text, analyzing text, revising and editing. *This course may not be used to satisfy any of the four years of English required for graduation.* The grading for English Lab is Pass/Fail.

Science Program Grades 7 & 8

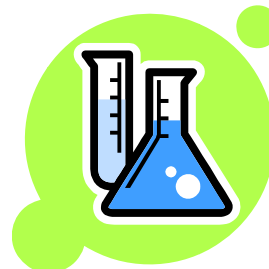
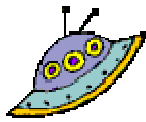


Science 7 (Levels 1, 2, and Adapted)

Grade 7

Level Placement: based on NJ state assessments

Science 7 is a full year course that introduces students to the fundamental concepts of astronomy, Earth science, and biology. The beginning of the school year launches students into exciting explorations of the origin, evolution and structure of the universe and Earth's place in it. Students then delve into understanding the structure and creation of Earth. The year concludes with a study of life on Earth including ecology, taxonomy, life processes, genetics, evolution, body systems, and simple anatomy and physiology. Instructional strategies include problem solving, scientific method, laboratory experimentation with an emphasis on safety, technological applications, and reference to the historical /cultural context of scientific discoveries and events.



Science 8 (Levels 1, 2, and Adapted)

Grade 8

Course Prerequisite: Successful completion of Science 7

Level placement: based on department recommendation

Science 8 is a full-year course that introduces students to the foundational concepts of physics and chemistry. The course includes an overview of the structure, properties and interactions of matter. In 8th grade science, students learn how to think critically about the physical nature of their world and discover the laws that govern the structure and behavior of matter, the environment, and physical systems. Learning activities in Science 8 utilize problem solving, critical thinking, laboratory experimentation, technology, mathematics, and historical/cultural discoveries and events.

SOCIAL STUDIES

Social Studies 7 (Levels 1 and 2)

Social Studies 7 actively involves the students in the study of Geography. The course follows a global approach through the themes of location, place, human-environmental interactions, movement, and regions. Social Studies 7 provides students with an appropriate skill and content background for continued study of world and American history while addressing the New Jersey Core Content Standards in Social Studies.

Social Studies 8 (Levels 1 and 2)

Course Prerequisite: Successful Completion of Social Studies 7 and Departmental Recommendation

Social Studies 8 students are introduced to the study of the history of the United States and the exploration of their rights and responsibilities as citizens. The course provides students with the opportunity to survey and understand the history of the United States from its European origins through Reconstruction. The students undertake a comprehensive study of American government through analysis of the United States Constitution.

WORLD LANGUAGE DEPARTMENT

English For English Language Learners

Grades 7 & 8

Non-English speaking students are enrolled in ESL instruction in addition to their regular English class. Emphasis is placed on the development of English vocabulary and structures in the areas of listening, speaking, reading and writing. Students have opportunities to practice their English via small group instruction. The level of difficulty is adjusted for the individual as he or she demonstrates increased proficiency and thus may be repeated for credit.

Sheltered ELL Academic Support Study

Grades 7 & 8

This course provides the English Language Learner the opportunity to receive support and time to complete mainstream course requirements under the supervision of a qualified ESL teacher. The goals of the ELL Sheltered Academic Support Study is to facilitate a speedier transition into our society, to help the ELL student obtain academic success, pass the *ACCESS for ELLs*, the *HSPA* and their mainstream courses in order to graduate high school.

This course provides additional support with the acquisition of English Language Skills necessary to be successful in the mainstream classes. The emphasis is on academic vocabulary development and application associated with language arts and social studies. Materials chosen reinforce the four language domains: reading, writing, speaking and listening. Mainstream English and Social Studies teachers of ELL students will be in communication with the ELL Academic Support teacher on topics that will be covered, or need to be reviewed, during specific time periods throughout the year. This course is

designed to support student acquisition of study skills and student learning of basic skills in content areas. There is an additional focus on mastery of vocabulary, grammar, and writing skills. Instruction targets the educational needs of the group, but is also highly individualized.

Introduction to Spanish 7

Grades 7

This is a one-semester course that is recommended for students who are expected to have difficulty in the learning of a foreign language, based upon special education placement and/or Departmental Recommendation. This course will focus on conversational and cultural activities. Upon successful completion of this course, and based upon special education placement and/or Departmental Recommendation, students will enroll in Introduction to Spanish 8.

Introduction to Spanish 8

Grades 8

This is a one-year course that is recommended for students who are expected to have difficulty in the learning of a foreign language, based upon special education placement and/or Departmental Recommendation. This course will focus on conversational and cultural activities. Upon completion of this Middle School sequence, the student's level of language competency, special education placement and/or Departmental Recommendation, students will enroll in either Conversational Spanish or Spanish I.

World Languages 7 (French, Spanish, Italian)

This semester course is an introductory language learning experience to develop an appreciation for conversing in a world language. It is designed to introduce the students to speaking and the communication of meaning rather than placing emphasis on structural and syntactical accuracy at the entry level of language learning.

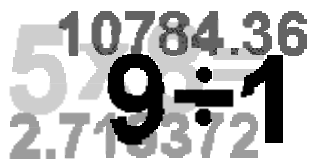
The course content will include varied activities which elicit active student participation such as choral and individual repetition of vocabulary, cooperative learning exercises, role playing, dialogue, simple conversation, etc. Some reading and writing practices will be introduced after students have had extensive preparation in listening and speaking skills. The teaching tools to aid instruction will include audio-cassettes, video tapes, games, audio visual and computer programs.

World Languages 8 (French, Spanish, Italian)

Course Prerequisite: World Language 7

This full-year course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. The rudiments of grammar are taught as they are needed for oral and written expression. There will be a continued emphasis on the development of listening and speaking skills. Additional material for development of the reading skill is provided for each student. The units on the culture and civilization of the target culture are expanded.

MATHEMATICS PROGRAM



The goal of the Mathematics Program at West Essex Regional School District is to afford all students a solid foundation in mathematics for the rest of their academic and professional life. The West Essex teaching staff aims for our students to achieve their maximum mathematical potential each and every year.

Student placement in a 7th grade course is carefully determined based on criteria including, but not limited to, standardized tests and a performance test administered by West Essex in the Fall of the students' 7th grade.

Math 7-1

Requirement - Grade 7

Prerequisite: Departmental Recommendation

This course presents an integrated mathematics curriculum suitable for the seventh grader. It seeks to build upon those mathematical skills introduced in elementary school using projects, discovery activities, and applications. The course will prepare students for algebra in the eighth grade.

Math 7-2

Requirement - Grade 7

Prerequisite: Departmental Recommendation

This course presents an integrated mathematics curriculum suitable for the seventh grader. It seeks to build upon those mathematical skills introduced in elementary school using projects, discovery activities, and applications. This course prepares a seventh grader, for pre-algebra in 8th grade.

Math 7

Requirement - Grade 7

Prerequisite: Departmental Recommendation

This course presents a mathematics curriculum suitable for the seventh grader with less secure math skills, leading towards a regular academic course in high school. It seeks to build upon those mathematical skills introduced in elementary school using projects, discovery activities, and applications, in a small class setting. It is ideal for a seventh grader who has struggled with math, and benefits from increased practice to solidify conceptual understanding. The class period is extended in order to cover the 7th grade curriculum. This course will benefit the student who has struggled with math in the past and will benefit from increased practice to solidify conceptual understanding.

Algebra I 8-H

Requirement – Grade 8

Prerequisite: Successful completion of Math 7-1 and Departmental Recommendation

This rigorous course is designed for mathematically talented eighth grade students who have the conceptual and computational background and maturity to pursue an honors-paced subject normally taught in the ninth grade. The curriculum covers algebraic skills and concepts necessary for upper level mathematics. Reasoning and discovery are emphasized in a graphing intensive environment.

Pre-Algebra 8

Requirement – Grade 8

Prerequisite: Successful completion of Math 7-2 and Departmental Recommendation

This course is designed for the student who is on grade level in mathematics. It presents an integrated mathematics curriculum suitable for the eighth grader. It seeks to build upon those mathematical skills introduced in 7th grade using projects, discovery activities, and applications. It is a comprehensive preparation for the NJASK 8 as well as a foundation for the skills and abstract thinking necessary for 9th grade college-preparatory algebra.

Mathematics 8

Requirement – Grade 8

Prerequisite: Successful completion of Math 7 and Departmental Recommendation

This course presents a mathematics curriculum suitable for the eighth grader with less secure math skills, leading towards a regular academic course in high school. It seeks to build upon those mathematical skills introduced in 7th grade using projects, discovery activities, and applications in a small class setting. It is ideal for a seventh grader who has struggled with math, and benefits from increased practice to solidify conceptual understanding. The class period is extended in order to cover the 8th grade curriculum.

This course will benefit the student who has struggled with math in the past and will benefit from increased practice to solidify conceptual understanding.

BUSINESS AND TECHNOLOGY PROGRAM GRADES 7-8

Business Courses are offered from the 7th to 12th grade. The offerings range from the traditional business courses to those that address our world of ever-changing technology. These courses teach skills necessary for being successful in their educational and professional careers. These are courses that teach very important concepts and skills, as well as being exciting classes to attend. We are constantly adjusting the curriculum and course offerings to allow students to compete in the 21st Century.

Digital Portfolio (semester)

Elective: Grade 8

Course Prerequisite: None

This course introduces basic technology skills using Microsoft Office. The students spend the semester reinforcing proper keyboarding techniques, while they learn to format documents, create databases, design spreadsheets and compile PowerPoint presentations. Students' skills are applied to school work products and incorporated into a digital portfolio, which will be burned onto a CD. This course provides a solid foundation for additional computer classes.

HEALTH AND PHYSICAL EDUCATION GRADE 7-8

Physical Education

Grades 7 - 8

Prerequisite: Previous Grade Level Physical Education

Physical Education is a balanced, sequential program of activities designed to promote healthy, active lifestyles as well as generate an interest in life-long physical fitness. Activities include individual and team sports and recreational activities. The senior high school elective physical education program offers students the opportunity to choose their physical activities. Electives include activities such as badminton, tennis, aerobics, volleyball, and strengthening and conditioning, as well as traditional team sports.

Health Education

Grades 7- 8

Prerequisite: Previous Grade Level Health

All students at West Essex participate in health education for a nine-week period each year. Health education focuses on wellness, family living, accident prevention, communicable diseases, human sexuality, substance abuse, body systems, and nutrition. Our program is enhanced by utilizing out of district resources for presentations to our students.

ELECTIVES

Art 7 (semester)

Required

Prerequisite: None

The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision makers. The seventh grade course emphasizes exploration of media, concept, skills, and techniques as well as discovery in visual art. Students continue to develop a foundation of learning about visual art and increase appreciation through creative experiences. The course is designed to develop content knowledge and skills in technical processes, personal expression through art production, and recognition of the role and importance of art and artists in society, culture, and history. The seventh grade art program provides an environment which offers challenges to all students, builds on individual differences, and provides means by which students may express themselves and develop positive self concepts.

Art 8 (semester)

Elective

Prerequisite: None

Eighth grade art is a semester elective course which explores art media and concepts. Creativity is stressed in lettering, composition, color, line, three-dimensional drawing, multi-cultural art, and theme development and integration. The students develop an awareness of the importance of art in their lives, and may use this course as a springboard to Studio Art in 9th grade.

Chorus 7 and 8

Elective - Grades 7, 8

Prerequisite: None

Chorus is a course open to all students who desire to improve their vocal skills and develop sight-reading skills. This course covers literature from various cultures and historical periods, emphasizing two, three, and four part harmony. Students are expected to attend all scheduled activities and performances. Members of the chorus must attend one small group lesson per week.

Band 7 and 8**Elective - Grades 7, 8****Prerequisite: None**

Band is a course open to all students who play, or wish to play, a woodwind, brass, or percussion instrument. Attention is given to individual and group development. Ear training, rhythm, tone quality, articulation, phrasing, balance and blend, and sight reading are emphasized. Many types of musical literature will be studied. Students are expected to attend all scheduled activities and performances. Members of the band program must also attend small group lessons.

Orchestra 7 and 8**Elective - Grades 7, 8****Prerequisite: None**

Orchestra is a course designed to meet the musical needs and interests of all string players and a few selected woodwind, brass, and percussion players.* Advanced music of significant worth is emphasized which covers a wide range of styles. In addition to performing at school assemblies and winter and spring festivals, the orchestra also performs at various other functions. Students are expected to attend all scheduled activities and performances. Members of the orchestra program must also attend small group lessons.

*Woodwind, brass, and percussion students are selected from the concert band by audition. Only string students should enroll for this course.

Woodworking 8 (semester)**Elective - Grade 8****Prerequisite: None**

This course teaches students how to develop solutions to design problems using a problem solving and design process. Emphasis will be placed on how the steps of design loop are used to organize and manage student projects within the realm of woodworking. The course will offer the student an introduction to the use and safety of woodworking hand tools and power tools.

Family and Consumer Education (semester)**Elective - Grade 8****Prerequisite: None**

Family and Consumer Education introduces students to the skills necessary to be an independent learner. This class includes a balance of class work, demonstrations, and hands-on experiences. Topics covered are nutrition, consumerism, child care, foods, and sewing.

Exploratory Cycle Course

Elective: Grade 7; full year; three cycles

Course Prerequisite: None

- **School Readiness (twelve week cycle)**

This cycle will focus a great deal on the New Jersey Core Content Standards for Technology Literacy and Computer and Information Literacy. Emphasis will be placed on proper organization of school work through the use of electronic folders. Focus will be placed on proper keyboarding techniques

- **Music Exploratory (twelve week cycle)**

This cycle offers students the opportunity to expand their understanding of music, its basic elements, concepts, and importance in the world around them. Students will explore music from many different perspectives, such as enrichment, entertainment, professional opportunities, and cultural enhancement. Throughout this sequence students will create, perform, and respond to auditory sensory challenges, thus increasing their knowledge and skills as related to music.

- **Exploring Family and Consumer Science**

This cycle offers students the opportunity to explore and expand their knowledge of food and nutrition, child development, sewing and clothing care, careers and personal finance. Students will create a sewing project and prepare simple nutritious snacks while increasing their knowledge and life skills.

SPECIAL EDUCATION

The goal of the West Essex Regional School District is to place all students in the least restrictive environment according to the regulations set forth by the NJ Department of Education and our Board of Education.

The Child Study Team members, in consultation with parents, teachers, and other important staff members contribute to the development of instructional programs that are individualized and designed to meet core curriculum standards and ongoing academic proficiency.

The West Essex Regional School District provides for instructional programs at all levels of instruction that take place in: general education classes, resource programs and self-contained classrooms. Curriculum accommodations, modifications and supplementary aides and services also provide the basis for support to the student's instructional programs.

General Education Classes (as described in detail by subjects listed in this guide).

All students are considered for placement in general education courses as listed in the curriculum guide with consideration of supplementary aides and services as included in the student's Individual Education Program (IEP). When the student needs additional services to remain in the general education class, teacher aides provide additional structure and special education teachers can provide in-class resource programs. Instruction is provided with differentiated instruction.

Resource Program Classes-

When the student's IEP team determines that a student needs more supports and curriculum modification than can be offered in the general education classroom, students may be placed in resource program replacement classes.

In the Middle School replacement instruction, which is standard based and drawn from the general education curriculum, is provided in the following areas:

English

Social Studies

Mathematics

Reading - Comprehension & Reading- Multi-sensory

Pull Out Support/Strategies

The Study Strategies program follows a curriculum designed to teach students to study for tests, read textbooks accurately, take notes, organize their study time and assignments and in general, be successful in general education courses. Special Education teachers provide instruction, stay in touch with general education teachers and assist keeping parents aware of instruction, homework and other activities in the middle school program.

Self-Contained Course Offerings

For students in need of significant instructional modification and accommodation, the West Essex Regional School District provides for placement in a self-contained program both in and outside the district. Course offering at West Essex:

Language and Learning Disabilities