

HOLMDEL PUBLIC  
SCHOOLS





# W.R. SATZ

## PROGRAM OF STUDIES

### 2025 - 2026

 [www.holmdelschools.org](http://www.holmdelschools.org)

 732-946-1808

 24 Crawfords Corner Rd.  
Holmdel, NJ, 07733



# **HOLMDEL TOWNSHIP PUBLIC SCHOOLS**

*"A COMMITMENT TO EXCELLENCE"*

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William R. Satz School offers a comprehensive program of studies. Final decisions regarding the actual offering of any particular course for the upcoming school year will depend upon enrollment and budget constraints. Therefore, not all courses listed in this catalog are guaranteed to run every school year. Additionally, new courses may be approved by the Board of Education after the program was printed. Please reference the Program of Studies posted on the District's website for the most updated information.

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# COURSE PLACEMENT INFORMATION

As outlined in the [2025-2026 Placement Criteria](#), initial placement into an Honors ELA or Honors Math courses for rising 7th, and 8th graders necessitates that students earn 6 or more points on the 8-point criteria scale, except placement into Honors Algebra I from Honors Math 6 which requires 8 points.

## WAIVER PROCESS

According to the [2025-2026 Placement Criteria](#), waivers for rising 7th, and 8th graders will be considered if a student earns a score of 4 or 5 points on our 8-point scale, except for Honors Math 6 into Honors Algebra 1 which requires 6 or 7 points. Students with scores below these thresholds are not eligible to waive into advanced courses. Once placed in Honors, students must maintain a class average of 86 or higher to remain in the Honors level at Satz. Honors students who do not earn an average of 86 or higher will need to complete waiver work to continue with honors level coursework.

Placement is communicated to families during the last week of May. In this communication, families will receive access to the 2025-2026 Waiver Application. No waiver applications will be accepted after July 15, 2025. Students must submit the required waiver work by July 31, 2025 at 11:59pm. *There will be no extensions granted.* Students who do not complete their summer waiver work by the deadline will be rostered in their recommended course. Waiver work must be completed in addition to any summer assignment for that course.

## SCHEDULE ADJUSTMENTS

### Student Schedules

Satz Middle School strives to provide students with schedules that promote academic success and balance their elective choices. Please review the following important guidelines regarding schedules and changes:

### Schedule Adjustments:

- All schedule adjustments must be completed prior to the start of the school year.
- After the school year begins, students may request schedule changes until the second full rotation (September 12, 2025).
- Schedule changes after September 20, 2025, are limited to necessary academic circumstances.

## Placement Changes:

- If a student's placement in a full-year class is deemed inappropriate, a transfer to a lower-level class may occur.
- Placement changes must be completed by December 1, 2025.
- Grades from the dropped class will transfer to the new class, and only the new class will appear on the transcript.
- All schedule adjustments may affect the student's overall schedule.

***ALL COURSE CHANGES ARE SUBJECT TO SEAT AVAILABILITY***

# ACADEMIC PROGRAMS

## ENGLISH

**Writer's Workshop** - This course is designed to strengthen students' writing skills by reinforcing the instruction they receive in their English course. Through engaging and meaningful activities—both creative and academic—students will build confidence and be proficient writers.

***This course is required for any student earning a final average lower than 73 in their English class the previous school year.***

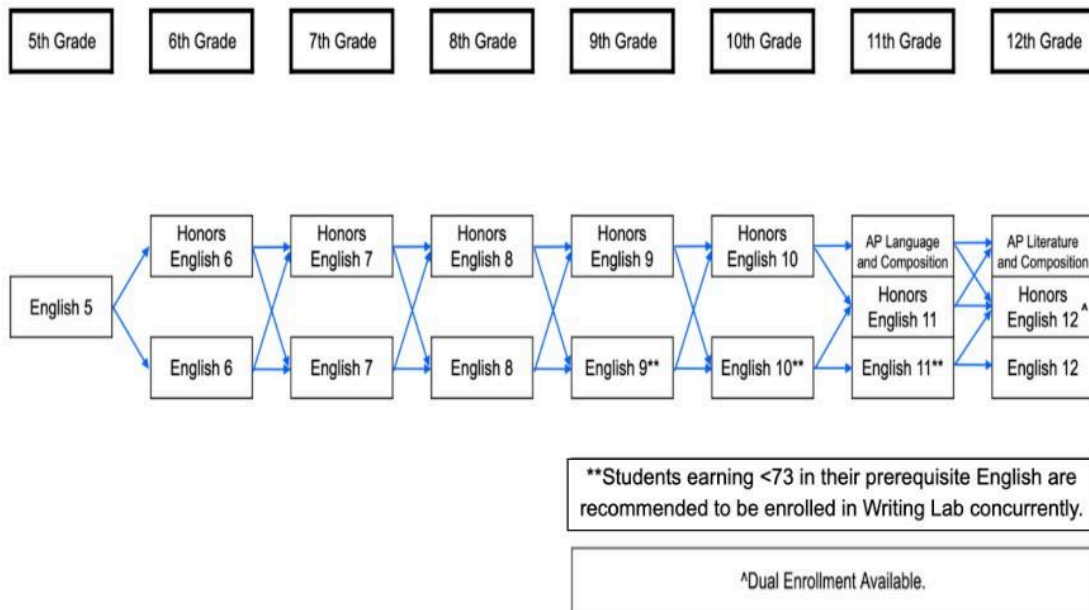
**English 7** - This course aims to create opportunities for students to practice skills aligned with the NJSLA. Within this course, students will practice a variety of literacy-based skills to ensure their development as critical readers and writers. This course also adopts a skills-based approach to the introduction of foundational analysis skills such as narrative, literary, rhetorical, argument, and synthesis skills. Additionally, English 7 will continue to build on reading skills for both fiction and non-fiction texts, as well as speaking and listening skills through various assignments.

**Honors English 7** - This course is designed to meet the same objectives at an advanced level as those taught in our 7th-grade English curriculum. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace following students' mastery of prerequisite knowledge and skills. ***Students must meet the placement criteria to register for this course.***

**English 8** - This course aims to create opportunities for students to practice skills aligned with the NJSLA. Within this course, students will practice a variety of literacy-based skills to ensure their development as critical readers and writers. Exposure to various genres, topics, periods, and characters will allow students to make connections to other texts, real-world events, across content areas, and most importantly to themselves. Additionally, students will be asked to practice and develop speaking and listening skills that push students to use their interests and thoughts through multiple expressive mediums.

**Honors English 8** – The Honors English 8 course is designed to meet the same objectives as those taught in our standard 8<sup>th</sup> grade English curriculum at an advanced level. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace following students’ mastery of prerequisite knowledge and skills. ***Students must meet the placement criteria to register for this course.***

### Typical English Course Sequences 2025-2026



## MATHEMATICS

**Math Workshop** - This course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class. ***This course is required for any student earning an average lower than a 73 in their math class the previous school year.***

**Mathematics 7** – This course introduces students to algebraic and geometric concepts, priming them for high school math courses. Topics include rational numbers, algebraic expressions, equations, probability, statistics, and geometric principles like angle relationships and area/volume calculations. Through dynamic lessons and problem-solving tasks, the course fosters improved mathematical reasoning, critical thinking, and practical application of math in real-world contexts.

**Honors Mathematics 7** – At the Honors level, this course elevates foundational skills while delving into advanced algebraic and geometric concepts, laying the groundwork for upper-level math studies. The curriculum covers rational numbers, algebraic expressions, equations, probability, statistics, and geometry principles like angle relationships and area/volume calculations. Engaging lessons and challenging problem-solving tasks cultivate heightened mathematical reasoning, critical thinking, and the adept application of mathematical principles.

**Mathematics 8** – This course builds on the concepts learned in previous math courses, exploring topics in algebra and geometry such as equations, functions, introductory quadratic equations, congruence, similarity, and the application of the Pythagorean Theorem. Emphasizing heightened reasoning skills, the course prompts students to cultivate advanced problem-solving techniques and a more profound grasp of mathematical principles.

**Honors Math 8** – Students engage in a high-level exploration of both algebraic and geometric concepts, preparing them for a rigorous high school mathematics course of study. The curriculum covers topics in algebra and geometry, including equations, functions, an introduction to quadratic equations, congruence, similarity, and the Pythagorean Theorem applied in challenging contexts. This course demands a high level of reasoning, encouraging students to develop advanced problem-solving strategies and a deeper understanding of mathematical principles. ***Students must meet the placement criteria to register for this course.***

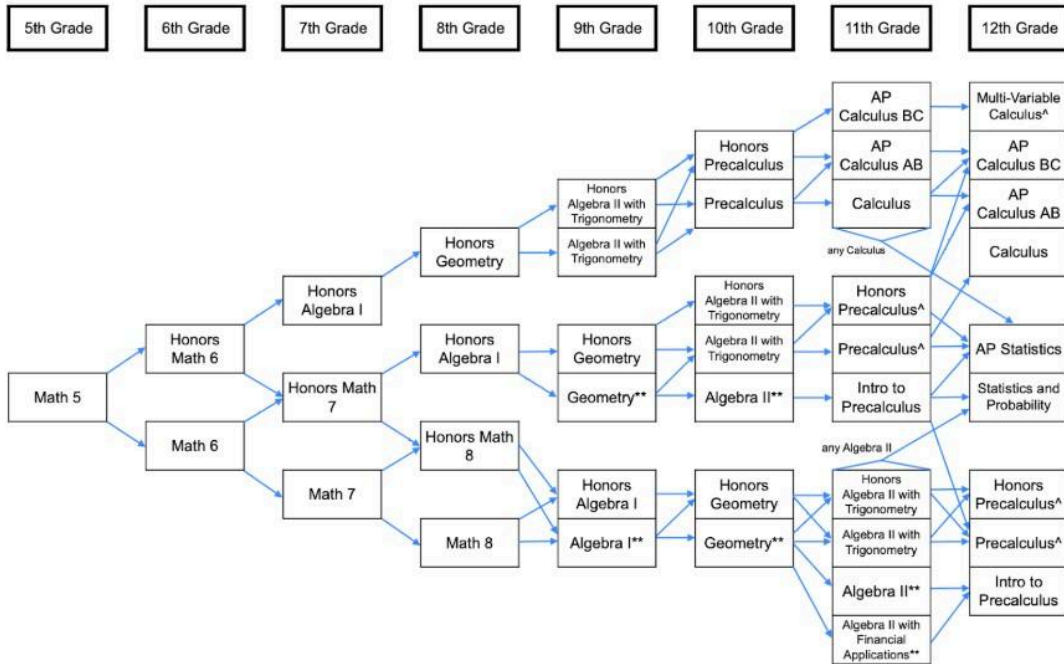
**Honors Algebra 1** – This honors level course challenges students to deepen their mathematical understanding through advanced problem-solving and critical thinking. Students will engage in sophisticated analysis of equation solving, and linear, quadratic, exponential and other non-linear families of functions. Additional areas of focus include inequalities, rational and irrational numbers, and foundational concepts in probability and statistics. Designed for motivated learners, this course emphasizes both theoretical understanding and practical application, preparing students for higher-level mathematics. ***Students must meet the placement criteria to register for this course.***

***Please Note:*** Honors Algebra 1 serves as a prerequisite for several different courses on the high school level beyond 9<sup>th</sup> grade. Please communicate with your child's guidance counselor about how this class may affect future course selections.

**Honors Geometry** - Emphasizes high level conceptual thinking skills. Topics include complex proofs, solid figures, angle relationships, lines, planes, triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids, and transformations. ***Prerequisite:  $\geq 86$  in Honors Algebra***



## Typical Mathematics Course Sequences 2025-2026



**Advancement Opportunities:** Students wishing to accelerate their mathematics coursework may do so through summer advancement and/or concurrent scheduling.

\*\*Students earning <73 in their prerequisite math may also be enrolled in Math Lab concurrently.

<sup>^</sup>Dual Enrollment Available.

AP Statistics may be taken concurrently with on-level or higher Precalculus or Calculus in 11th or 12th grade.

## HEALTH AND PHYSICAL EDUCATION

**Health Education** – Through a multi-faceted program which is an integral component of the entire curriculum, Health Education will provide students’ intellectual, physiological, emotional and social dimensions relating to the decisions that affect their personal, family and community well-being. Topics addressed in this course include, but are not limited to, first aid & safety, health & wellness, personal lifestyle habits and genetics.

**Physical Education** – Physical Education centers on the basic applications of team and individual sports, physical fitness and the benefit of physical activities throughout one’s life. Emphasis is placed on game rules, fundamental skill areas and safety standards through daily participation.



## SCIENCE

**Science 7** – Students explore concepts of physical science and life science. Unit topics include chemical reactions, matter, energy, body systems, and genetics. This course develops an understanding of science and engineering practices through hands-on investigations and sensemaking routines.

**Science 8** – Students explore concepts of earth, life, and physical science through the study of evidence of common ancestry, selection and adaptation, stability and change on Earth, human impacts on Earth systems, relationships among forms of energy, and forces and motion. This course develops an understanding of scientific principles and experimentation through hands-on investigations and sensemaking routines.

## SOCIAL STUDIES

**Social Studies 7** – This course enables students to appreciate, understand and demonstrate knowledge of the economic, geographic, political, historical, and social forces that shaped the emerging American nation. Students will be able to relate their learning to contemporary issues with a focus on active citizenship and the role it plays in a representative democracy.

**Social Studies 8** – This course consists of a historical and cultural survey of the origins and development of world cultures, beginning with the rise of the medieval world. Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change. The relevance of history will be stressed as students study historical developments and make connections between the world of yesterday and the world of today.

## TECHNOLOGY EDUCATION

**Technology Education 7** – This course, required for grade 7 only, prepares students to live and work in the 21st century through the integration of science, technology, engineering, and mathematics (STEM). By combining the current Technology Education Program with an emphasis on STEM, students will gain an even broader exposure to current trends in Technology Literacy Education.

## WORLD LANGUAGES

**Intro to Chinese** – This course, for grade 7 students only, provides an introductory look at the Chinese language. Students will learn to speak, listen, read and write modern standard Mandarin, Pinyin transcription, some basic Chinese characters and Chinese grammar. The emphasis of the course is on active learning in communicative settings with a variety of language activities including games, dialogues and oral presentations.

**Chinese 1** – This course, for grade 8 students, builds upon the foundational knowledge that students gain in the Intro to Chinese course. Greater emphasis is placed on mastery of the Chinese language with basic skill development and everyday vocabulary. Focus is on pinyin for phonetics, dialogues, basic grammar and introduction of Chinese characters. Cultural topics are included. **\*This is a HS level 1 course.**

**Intro to French** – This course, for grade 7 students only, provides an introductory look at the French language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.

**French 1** - Eighth grade French is a communicative course emphasizing the three modes of communication; Presentational, Interpretive and Interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a natural approach to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as noun/adjective agreement, present, near future and past verb tenses, explores cultural and historical aspects of France in an enjoyable and clear manner. **\*This is a HS level 1 course.**

**Intro to Italian** – This course, for grade 7 students only, provides an introductory look at the Italian language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.

**Italian 1** - The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a natural approach to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as parts of speech, present and past verb tenses, explores cultural and historical aspects of Italy in an enjoyable and clear manner. **\*This is a HS Level 1 course.**

**Intro to Latin** – Seventh grade Latin is a beginning language course designed to briefly introduce students to Roman civilization and its influence on the languages, customs, and aesthetics of the Western World. Students will learn basic proficiency in Latin vocabulary, word order, and case usage.

**Latin 1** - Eighth grade Latin Introduces the Latin language and Roman culture. Vocabulary development through the knowledge of Latin roots, prefixes, and suffixes. The grammatical focus will be Latin word order, case usages, concepts of declension and conjugation; development

of basic reading and writing skills in Latin through a continuous storyline which follows the adventures of the well-known Pompeian banker Lucius Caecilius Iucundus. Cultural focus: includes many real-life stories based in ancient Pompeii and Roman Britain. **\*This is a HS Level 1 course.**

**Intro to Spanish** – This course, for grade 7 students only, provides an introductory look at the Spanish language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.

**Spanish 1** - This course continues to strengthen student performance in the three modes of communication introduced in 7th grade. Its purpose is to further develop student proficiency in the language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing cultural awareness. **\*This is a HS level 1 course.**

## ELECTIVE PROGRAMS

**Advanced Art - (Grade 8 only)** - This elective is designed for students who have completed 7th Grade Art and want to further develop their skills before high school. Using a variety of mediums, students will refine their techniques to add precision and detail to both 2D and 3D artwork. They will explore art history, experiment with different styles, and even reimagine famous works in new ways. Additionally, students will learn about careers in art, discovering how creativity extends beyond the classroom and into the real world.

***Course Length: 1 marking period***

**Advisory Period** - This course will focus on study-skill and test-taking strategies, and will allow students additional time for personal study and/or academic preparation including, but not limited to (when appropriate), make-up testing and teacher/counselor visitation.

***Course Length - 1 marking period***

**Argument and Debate (Grade 7 only)** - This course, required for grade 7 only, will develop foundational skills in argumentation, critical thinking, and debate, preparing them for more advanced work in eighth grade and beyond. Through reading and analyzing diverse media sources, students will explore rhetorical conventions, effective information expression, and structured debate techniques. They will learn to evaluate the credibility and reliability of sources, refine their research strategies, and utilize various search tools to enhance their investigations. Additionally, students will examine how information, ideas, and opinions shape audience perceptions and apply their learning by crafting and presenting well-reasoned arguments and debates.

***Course Length: 1 marking period***

**Art** - This course will provide the students with an opportunity to use problem solving skills in project design. Some of the objectives include teaching students to be able to demonstrate their increased skills in drawing and identify the elements of design to incorporate them into original 2 and 3 dimensional works of art. Additionally, students will continue to expand their understanding of color theory and the uses of color in art, compare and contrast the uses of the elements of design in 2 and 3-dimensional art, and demonstrate knowledge of the process of critique.

**Course Length: 1 marking period**

**Band** - This course is an instrumental performing group that emphasizes participation in school concerts, activities and community events. Band welcomes students who can read music, play an instrument and are interested in performing.

**Course Length: Full-Year**

**Biotechnology (Grade 8 only)** - Biotechnology is a technology that involves the use of living organisms. Biotechnology is mainly used in agriculture, food science, and medicine. In Biotechnology, living organisms are used to make useful chemicals and products or to perform an industrial task. As such, this course focuses on the technology that utilizes biological systems, living organisms or parts of this to develop or create different products.

**Course Length: 1 marking period**

**Chorus** - This course promotes knowledge, interpretation and performance of a high quality repertoire, appropriately chosen for the ability level of this mixed ensemble. Chorus welcomes students who are interested in singing various styles of music, learning vocal techniques and the fundamentals of sight singing. The class is performance oriented. All participants are expected to perform in school concerts and/or activities.

**Course Length: Full-Year**

**Content Creators** - Content creators are anyone who makes or publishes digital content. They use their digital platform to create an audience. Bloggers, online publishers, newsletter authors, podcasters, YouTubers, course creators, video game streamers, and social media influencers all fall in the "content creator" bucket. This course will teach students how to safely and properly utilize digital platforms to create content for an audience.

**Course Length: 1 marking period**

**Creative Media** - This course will introduce aspiring writers to the techniques that masters of fiction use to ground a story in a concrete world that ranges from the most realistic to the most fantastical. Writers will explore a mix of traditional mediums and newer 21st century digital mediums (e.g. podcasting, graphic design and video) when publishing their literary work.

**Course Length: 1 marking period**

**Culinary Arts** - By the end of this course, students will have a better understanding of basic culinary principles and techniques, and will feel more comfortable in the kitchen. Students

will learn to follow recipes and prepare simple snacks and breakfast foods and will learn to serve and enjoy them. Safety and sanitation in the kitchen will be a major focus.

***Course Length: 1 marking period***

**Dance** - This course is aimed at students with interest in this performing arts discipline. Units of study will focus on improvisation and composition, performing movements, and incorporating social, historical, and cultural themes and choreographic devices.

***Course Length: 1 marking period***

**Earth Explorers: An exciting journey through ecology, nature and sustainability** - In this introductory course to Earth Science and Ecology, students will learn about the rock cycle, local ecology, invasive species, succession and population growth, the importance of clean water and alternative farming practices. Students will go on mindful nature walks to observe and identify plants and wildlife while practicing environmental awareness.

***Course Length: 1 marking period***

**Martian Science Explorers** - In this hands-on, interdisciplinary class, students will delve into Andy Weir's *The Martian* while investigating the real science behind the story. Through engaging discussions, interactive labs, and exciting experiments, we'll explore topics such as botany, engineering, space travel, and survival in extreme environments. Students will not only analyze the scientific principles presented in the book but also conduct experiments to see how they apply to real-world scenarios. By the end of the course, students will have a deeper understanding of both the science involved in space exploration and the power of innovation and resilience in the face of challenges.

***Course Length: 1 marking period***

**Forensics** - This is an investigative course where students learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. Students play the role of an investigator to evaluate physical, chemical, digital, and eyewitness evidence and determine the likely perpetrator of staged classroom crimes.

***Course Length: 1 marking period***

**Game Design** - Students will explore the basics of digital game design and the systems that make up a well designed game. Knowing how to put together a successful game involves system-based thinking, problem solving, collaboration, art, storytelling, and digital media literacy. Through the Game Design Process, students will learn to think analytically and holistically and use the principles of game design to create their own game. No programming experience necessary.

***Course Length: 1 marking period***

**Game Design 2 (Grade 8 only)** - In this course, students will build on their knowledge of video game design, including the core game design elements. Students will program video games using various software, which may include scratch, coding with minecraft education edition, or a comparable learning software. Students will leave the course with a stronger understanding of the programming involved in video game design. Students will also build on their knowledge of video game careers to see how they can have a career related to video games.

***Course Length: 1 marking period***

**Graphic Novels** - Step into the exciting world of graphic novels, where art and stories come together! In this class, you'll discover how graphic novels are a unique form of popular literature. We'll explore how the text and illustrations work together to create powerful stories, examining elements like plot, character, theme, and symbols. You'll read and discuss award-winning graphic novels, analyze their narrative and visual narratives, and even practice creating your own with the skills studied throughout the course. By the end of the course, you'll design and write your very own graphic novel to show off your creativity and storytelling skills!

***Course Length: 1 marking period***

**Music** - This course will offer students the opportunity to explore the role that music plays in Western and non-Western society, and allow them the opportunity to compose and create music through a variety of enhanced hands-on activities and projects. Using a variety of compositional tools and technologies, students will learn to listen critically to music and make informed critique and analysis.

***Course Length: 1 marking period***

**Mysteries in History** - In this course, you'll take on the role of a historian, investigating some of history's most intriguing unsolved questions. Through independent research, you'll analyze different perspectives, explore evidence, and develop your own theories. You'll discover that in many cases, there isn't just one "right" answer—history is full of debate and interpretation! Once you've formed your own conclusions, you'll bring your ideas to life by creating a project of your choice to present your findings in a creative and engaging way. Get ready to think critically, dive into the unknown, and uncover the mysteries of history!

***Course Length: 1 marking period***

**Mythology** - The course will take students on a journey through the tales of world mythology and its modern reception. Students will grow their knowledge of world cultures and history and broaden their perspectives by reading and studying mythology. Students will be exposed to examples of oral and written myth, famous artwork, and various examples of modern references to myths in literature along the way. Students will use the myths as inspiration for their own creativity as they grow their literacy, communication, and other important skills through a project based approach.

***Course Length: 1 marking period***

**Robotics (Grade 8 only)** - This course will introduce the student to problem solving strategies using robotics and automation, such as Spike Lego Prime. Students will have the

chance to explore a wide variety of topics to gain an understanding of how robotics can impact their daily lives. Students will work hands-on and in teams to design, build and document their robots and apply those skills to real world applications.

**Prerequisite:** Tech 7

**Course Length:** 1 marking period

**Technology, Engineering and Design (Grade 8 only)** - This course prepares students to live and work in the 21st century through the integration of science, technology, engineering, and mathematics(STEM) and careers. The students will utilize the Engineering Design Process to solve challenges related to an area of Technology/Engineering. Some example projects may include CO2 dragsters, catapults, manufacturing a product, and 3D printed design projects.

**Course Length:** 1 marking period

**Theater** - Discover the world of live theatre and unlock your creativity! This introductory course invites students to explore live theatre while building confidence, creativity, and collaboration skills. Designed for both aspiring performers and those looking to strengthen communication and leadership abilities, the class offers a rotating curriculum that allows students to take it twice. Projects may include storytelling, improvisation, puppetry, pantomime, research, and self-reflection, fostering critical thinking and teamwork in a fun and engaging environment.

**Course Length:** 1 marking period

**Standing Up to Intolerance (Grade 8 only)** - This course, required for grade 8 only, not only provides a basic narrative of events and movements, but also aims to achieve several goals. The goals of this course are (a) to develop an understanding of some of the principal themes in Holocaust and Genocide Studies, (b) to evaluate the reasons for the continued cases of genocide into the twenty-first century, and (c) to refine the ability to think critically about status, rights, and opportunities in societies around the world, so that students gain an understanding of the ramifications of prejudice, racism and stereotyping, and what it means to be a responsible and respectful person through the acceptance of diversity in our pluralistic society.

**Course Length:** 1 marking period

## SPECIAL SERVICES

The mission of the Special Services Department in the Holmdel School District is to maximize student success in the general education program and on state assessments required for graduation, offering a range of educational programs and/or related services in accordance with individual needs.

The Special Services Department at W.R. Satz School supports this mission by cultivating an educational setting that provides students with enriching learning experiences, and by ensuring that any accommodations made are consistent with the identified needs of students, are reflected in their Individualized Education Plans (IEPs), and are implemented cohesively into their educational program.



To facilitate the execution of this mission, services are designed for students in the context of the least restrictive environment and include a continuum of placement options such as general class placements with support, resource centers, special class programs, and specialized placements. The frequency and duration of a student’s participation in each program is based on the identified needs of the Individual Education Plan.

Additional information can be obtained from the Special Services Department directly at (732) 946-1186.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 sets forth the requirement that no qualified student with a disability shall, on the basis of said disability, be denied services and access to general education. Rather, the law ensures that a school district provides the full range of reasonable accommodations necessary for such students to participate in, and benefit from, public education programs and activities.

Section 504 protects all students with disabilities who have “a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment.”

The determination for whether a general education student receives services/accommodations under Section 504 is made by a school-based “504 Team” through a variety of sources including, but not limited to, independent assessments (i.e. doctor’s report), and teacher and parent input. It is important to note that a student may qualify for Section 504 services and not require special education services.

If the 504 Team determines a student is eligible, they will develop a “504 Accommodation Plan” that describes the impairment (disability), and the accommodations needed to offer the student equal access to the curriculum. These accommodations may be temporary (such as an accommodation for a broken leg) or may be year-long in nature.

For additional information, you may wish to visit the [New Jersey Department of Education website](#) and read the “Frequently Asked Questions” section.

Dr. Ellen Gianakis, Satz Assistant Principal and 504 Officer, is available to assist you with any additional questions you may have concerning Section 504.

## **STUDENT SUCCESS TEAM**

*(formerly known as I&RS)*

The New Jersey State Board of Education has established that the primary mission of schools is to enhance student achievement of high academic standards in safe and

disciplined learning environments. The effectiveness of public education in fulfilling this mission depends largely upon the capacity of school systems to respond to the diverse educational needs of students. Constantly evolving social conditions and the changing educational needs that tend to emerge with these changes can pose dramatic barriers to student achievement.

The educational mission is made more complex by the increased incidence, prevalence, and intensity of problems students bring to school. The type of "at-risk" behaviors students manifest while in school place students in jeopardy of school failure and other problems, leaving parents and teachers frustrated and in need of assistance.

In response to these circumstances and the attendant needs of students, the New Jersey Department of Education mandates the development and implementation of a school-based student success team. Such committees are to be multidisciplinary and collaborative in nature and approach.

Teachers and other school personnel typically apply their full range of skills and preferred strategies to resolve student academic, behavior and/or health issues prior to seeking assistance from their colleagues or other school resources. Educators commonly require supplemental support when educational problems are considered unmanageable, complex in nature, or determined to be beyond what can be dealt with within the confines of the school setting. As the numbers and types of student problems increase in both complexity and intensity, schools are being challenged to establish effective mechanisms for addressing these problems to ensure students' academic success.

The team approach, designed to support school staff and parents who seek assistance for the resolution of diverse educational problems, is supported by research and literature as an effective system for organizing and providing student success services for general education students.

Please contact your child's counselor or the Student Success team coordinator for additional information at 732-946-1808.

## MULTILINGUAL LEARNERS (ML)

The Multilingual Learners (ML) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ML Program emphasizes the acquisition of basic interpersonal communications skills (BICS) for successful social interaction and cognitive academic language proficiency (CALP) to support success in the mainstream academic program. The ML Program also seeks to foster a sense of self-confidence in multilingual students, and to provide them with an orientation to American culture while maintaining pride in their linguistic and cultural heritages.

Each student is evaluated using WIDA, a state-endorsed assessment instrument designed to assess his or her level of proficiency in English. All qualifying students attend a class which meets daily and is taught by a certified ESL teacher. Some students are also scheduled to take Transitional English in lieu of their regular English class while in our ML Program. Both courses are taught by a certified ESL teacher.

## GIFTED & TALENTED PROGRAM

The Gifted and Talented Program was developed to meet the needs of students who have been identified as exceptionally talented. The goals of the program are as follows: to provide highly capable students with appropriate academic challenge in the regular classroom through differentiated instructional practices; to deliver experiences where students use higher levels of thought through independent and collaborative study; to expand the students' interest, motivation, and performance in an atmosphere where individual strengths and weaknesses are acknowledged and celebrated; to encourage students to assume an increasing degree of responsibility and independence for their learning; and to develop primary and secondary research skills.

The identification process uses multiple criteria which is listed on the [Gifted and Talented pages on our school website](#). Each year, students are assessed for potential inclusion in the Inquiry Seminar Program and given the combination of the multiple measures. Children who demonstrate exceptional potential may have the opportunity of being included in the program. The Gifted and Talented Program in Holmdel is a combination of cluster grouping in the regular classroom and an independent research segment with a special teacher who guides the students to develop divergent thinking skills and problem solving strategies.

# SUPPLEMENTAL PROGRAMS

## **Achieve Supplemental Services**

The Holmdel Township Public School **Supplemental Programs** are academic intervention services that offer a multi-tier approach to identification and support of students with demonstrated learning needs. The goal of the programs is to provide support to students performing below grade level due to gaps in mastery of the **foundational skills** necessary for meeting grade level expectations.

Supplemental support services include:

- Achieve Literacy
- Achieve Multi-Sensory Literacy
- Achieve Mathematics

These programs provide supplemental, research-based, targeted instruction to students. Support is provided through classroom push-in or small group pull-out or a combination of these to meet individual student learning needs. All instruction supports the New Jersey Student Learning Standards (NJSLS) and district approved curriculum. Academic supplemental support is provided in 6-8 week cycles. At the end of each cycle, student progress is assessed and service recommendations are made.

# EXTRA-CURRICULAR ACTIVITIES

## **Academic Competitions:**

**Humanities** - Provides opportunities for 7th and 8th grade students to be involved in activities that enhance the learning that takes place in the classroom. Students do not sign up for the entire program but rather sign up for individual activities appropriate to their interests. Morning announcements and flyers keep students informed about the most current activities. All practice meetings take place during student lunch periods.

- **National Spelling Bee** – 7th and 8th grades. Preliminary bees on each grade level in Language Arts classes. Grade level winners compete against each other to determine the school finalist. Local sponsor holds final spelling bee to determine representative to the National Bee in Washington, D.C.
- **National Geographic Bee** – Students in 7th and 8th grade take a geography quiz published by National Geographic Magazine guidelines and sample questions prior to this time.

**Math Team** - The math team participates in a number of area competitions including the NJ Math League (NJML), American Mathematics Competition (AMC8) and Continental Math League (CML); the team is open to all students.

**Academic Competitions: Science Olympiad** - Science Olympiad functions much like a football or soccer team, requiring preparation, commitment, coaching and practice throughout the year. Each school-based team is allowed to bring 15 students who cross-train for a variety of events in their skill set, but some school clubs have more than 75 members, allowing for an apprentice and mentoring system. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division (Division B is middle school). Each year, a portion of the events are rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Through the Science Olympiad, students, teachers, parents, principals and business leaders bond together and work toward a shared goal.

**Animal Welfare Club** - This club educates themselves and others about issues related to the welfare of all kinds of animals and engage in hands-on activities that will serve to improve the condition of animals in our community. Club activities include animal visits, informative talks from community resources and fundraising activities.

**Art Club** - The Art Club provides an opportunity for 7th and 8th grade students who have an interest in art, an opportunity to explore art and craft forms beyond what is offered in the curriculum. It gives students the opportunity to work individually and in groups.

**Chamber Ensemble** - Chamber ensemble is open to strings, woodwinds, brass, and piano players who can read music, and can vary in size depending on the instrument combinations. The music will be challenging enough to keep you interested and motivated, and will help you develop skills you may not get in a larger orchestra or band. Our chamber ensemble will be small teams of students working together toward a common goal. You'll think and talk about the piece together, and have a say in how to make the music sound its best. You'll develop a solid sense of rhythm, pulse, intonation, and intuition. You'll learn about cueing, listening, communication, and eye contact, and you'll deepen your understanding of how to be a key player in a group.

**Critical Lens Club** - This club provides students the opportunity to dive into the historical background of contemporary issues that are deeply rooted in the past; and create art to demonstrate their unique thoughts and responses to history. We will tackle issues of Civil Rights, and allyship as well as challenge biases while engaging in discussions about diversity and origins of the status quo. Students will confront themes of change such as justice, perseverance, courage, equity, and the ethical use of authority and power. Club members will participate in and attend CHHANGE's (Center for Holocaust, Human Rights & Genocide Education) annual Colloquium. The artwork students create in the club will be displayed in a gallery, and at Colloquium. Additionally, before the reveal to the public, students and their families are invited to a ribbon cutting ceremony for an advanced VIP preview of the gallery.

**Culinary Arts Club** - The Culinary Arts Club, a new initiative for the W.R. Satz School welcomes 7th and 8th grade students and provides an opportunity for success to further develop their culinary, team building and life skills. The culinary club will introduce students to areas of hospitality that would include recipe development/production, entrepreneurial skills, and community service. At present the Culinary Club is open to all current marking period 7th and 8th grade students enrolled in the Culinary Arts program.

**Drama** - Provides opportunity for 7th and 8th grade students to acquaint themselves with theater life. Producing at least one play and one musical a year, our students learn about various aspects of the theater ranging from costuming and props, to acting and singing, to staging and lighting. This is a wonderful way to meet other students and get involved in extracurricular activities.

**Gay-Straight Alliance (GSA)** - The Gay-Straight Alliance works to create a school community where all students feel welcome and supported, regardless of their sexual orientation or gender identity. We seek to create greater awareness about issues and the unique experiences students face, as well as provide a safe and welcoming space for students to talk about any issues.

**Jazz Band** - Provides opportunity for 7th and 8th grade students to participate in a Jazz Band ensemble. Jazz Band offers the young musician a complete big band experience including full brass, woodwind, and rhythm sections. The music selection ranges from standard swing charts to various forms of popular music. Difficult solo sections are introduced and students have the opportunity to solo over simple blues patterns or more difficult chord progressions.

**Model UN** - Model UN (MUN) is a real-life simulation of the United Nations for both High School and Middle School students. Each student represents a country, and they immerse themselves in research in preparation for their roles as UN Ambassadors who are tagged with trying to solve some of the world's most pressing issues. Students improve their debating skills, public speaking and learn to collaborate with others amid their intense UN resolution writing.

**Newspaper** - The school newspaper is published by the students of William R. Satz School. There are many opportunities for students to become involved. The staff includes reporters, poets, artists, word processors, as well as people who sell and distribute the paper. Each issue is filled with important school and sports news, games, poems, creative writing and, occasionally, the controversial editorial.

**Robotics Club** - The objective of this club is to introduce students to basic programming as well as problem solving strategies using robotics and automation. Students will work hands-on in teams to design, build, program and document their mechanical systems and apply those skills to real world applications. Each student will learn how to send and receive commands to and from a robot using various sensors and components to test and evaluate their solutions.

**Satz Service Leaders** - Satz Service Leaders, a Kiwanis-sponsored Builders Club, empowers middle school students to make a difference through meaningful community service projects. Members develop leadership skills while working together on school and local initiatives that promote kindness, responsibility, and positive change. Join us to build a better world—one act of service at a time.

**Student Ambassadors/Youth Alliance** - The student ambassadors promote a no-use message to students regarding drugs and alcohol. The group provides drug/alcohol free service-based activities, designed to promote engagement between our students and the community. Students participate in a wide range of activities including announcements, bulletin boards, fundraising for charities. The organization is committed to improving the quality and quantity of volunteer experiences available to youth in our school. The club is open to all 7th and 8th grade students.

**Student Council** - This organization is run by the students of William R. Satz School. All students in good standing may be members. A 75 percent attendance rate is necessary to remain a member. The Student Council addresses issues and problems involving the school community. It is an open forum where student concerns can be voiced openly. The Council also plans activities to increase school spirit and a sense of belonging among all students. The student leadership consists of an elected president, vice-president, secretary, and treasurer. These are selected from the 8th grade members. Each officer has one or two assistants who are elected from the seventh grade members.

**Talent Show** - The William R. Satz Talent Show provides any and all students with an opportunity to showcase their individual talents on the stage of the High School auditorium. Previous shows have brought us many varieties of ethnic dances with traditional dress as well as vocal solos, musical instrumentalists and even magic acts. Who knows what new talent will appear. All students are encouraged to let the talents shine in the Satz Talent Show!

**Yearbook** - The Satz Yearbook is a pictorial review of activities, teams and highlights of LIFE at the Satz School. The Yearbook staff of approximately 20 students from both 7th and 8th grades is randomly chosen from those who have expressed an interest at the beginning of the school year. The staff works in small committees: Editing Publicity Photography Sales Surveys Art Meetings are held throughout the school year – culminating in the 8th grade Yearbook Signing Party and distribution of books to the 7th grade.



# MIDDLE SCHOOL ATHLETICS

Participation in interscholastic athletics at William R. Satz School is an exciting opportunity for students to develop leadership skills, teamwork, and a sense of community pride. Competitive extracurricular activities, such as athletics, are considered an integral part of the total educational experience and are aligned with the school's mission to foster growth and development in all students.

## Key Objectives of Middle School Athletics:

- **Leadership and Social Skills Development:** Athletics provide opportunities for students to cultivate positive leadership habits and healthy attitudes toward social and group interaction.
- **Alignment with Education:** The athletic program complements the academic curriculum and ensures that participation in sports enhances the overall student experience.
- **School and Community Pride:** Interscholastic athletics aim to be a source of pride for both the school and the community.

## Expectations for Middle School Student-Athletes:

- **Commitment:** Students are expected to participate in all practices and games, adhering to the rules set forth by the school, Athletic Department, and individual coaches.
- **Attendance:** To participate in a game or practice on the same day, students must attend at least half of the school day (four periods). Exceptions require approval from the Supervisor of Athletics or the Principal.
- **Daily Practices:** Middle school sports typically involve practices or competitions every day after school, with no activities scheduled on weekends.

## Pre-Season Meetings:

Before each season, coaches hold meetings to review the specific requirements of their sport, including expectations, schedules, and team policies.

Participation in athletics is a privilege, and students are encouraged to represent their school with integrity and dedication. For additional details, please refer to the [HHS/Satz Athletic Handbook](#).