

# **WILLIAM R. SATZ SCHOOL**

## **PROGRAM OF STUDIES**

**2018-2019**



# **William R. Satz School**

24 Crawfords Corner Road  
Holmdel, New Jersey 07733-0407  
Main Office: (732) 946-1808  
Fax: (732) 834-0089

## **SATZ SCHOOL ADMINISTRATION**

MR. WILLIAM LOUGHRAN, Principal  
MRS. CHANTAL M. SIMONELLI, Assistant Principal

## **SCHOOL COUNSELORS**

MR. JAMES BRUCE  
MRS. MELISSA FINNEGAN

## **DISTRICT ADMINISTRATION**

DR. ROBERT MCGARRY, Superintendent  
MR. MICHAEL PETRIZZO, Business Administrator/Board Secretary  
DR. DINEEN SEELEY, Director of Curriculum & Instruction  
MS MANDIE PEART, Director of Human Resources

## **DIRECTORS/SUPERVISORS**

MS. MARILYN BELLIS, Supervisor of Humanities and ESL  
MR. SHANE FALLON, Supervisor of Athletics, Health & Physical Education  
MS. MERYL GILL, Director of Special Services  
MS. AMY JABLONSKI, Supervisor of Visual and Performing Arts  
MS. ALICIA KILLEAN, Supervisor of Math & Science  
MS. CAREN MacCONNELL, Supervisor of Technology, Engineering and Media Centers  
MS. CHANTAL M. SIMONELLI, Supervisor of World Languages  
MR. ERIC SWENSON, Director of Student Personnel Services  
MS. DENISE WRUBEL, Supervisor of Gifted & Talented/Supplemental Programs



# WILLIAM R. SATZ MIDDLE SCHOOL

24 CRAWFORDS CORNER ROAD  
HOLMDEL, NEW JERSEY

07733

MAIN: 732.946.1808  
FAX: 732.834.0089

Dear Students:

For your review, we would like to present you with the William R. Satz School's Program of Studies for the 2018-2019 school year. This book has been carefully prepared to provide you with valuable information about the courses, programs, extra-curricular activities, and offerings we have here for you at Satz School!

As you flip through the pages, we are sure you will see that the curriculum at Satz offers relevant and challenging classroom experiences in all subjects from A to Z. Our main goal, in alignment with our district's mission, is to provide a comprehensive and caring educational environment for you that will develop your potential into achievement.

One of the ways we set out to do this is with our teaming philosophy. Every student at Satz School is a part of an academic team, where you share the same four core subject area teachers (one in English, one in Math, one in Science, and one in Social Studies). Through the teaming process it is our hope that you not only develop a close relationship with the other hundred or so students randomly placed on your team, but that you also develop a close, trusting, and meaningful relationship with your four subject-area teachers as well.

We believe Satz School to be the greatest school on earth, and we want each of you to take full advantage of all the rich and varied programs that Satz has to offer. We encourage you all to not only set high goals, but to also make the appropriate decisions for achieving them. We are truly fortunate to have such a strong school system with so many rich and diverse course offerings you can choose from.

Take full advantage of the opportunities provided to you in the classroom and remember that your teachers, school staff members, and administrators are all here to help you succeed. Best wishes for a successful school year!

Sincerely,

Mr. William Loughran  
Principal

Mrs. Chantal M. Simonelli  
Assistant Principal

## TABLE OF CONTENTS

GRADE 7 ACADEMIC PROGRAMS	PAGE 4
GRADE 7 CYCLE PROGRAMS	PAGE 5
GRADE 7 WORLD LANGUAGE PROGRAMS	PAGE 6
GRADE 8 ACADEMIC PROGRAMS	PAGE 6
GRADE 8 CYCLE PROGRAMS	PAGE 8
GRADE 8 WORLD LANGUAGE PROGRAMS	PAGE 9
SPECIAL SERVICES OFFERINGS	PAGE 10
SECTION 504	PAGE 10
INTERVENTION & REFERRAL SERVICES	PAGE 11
ENGLISH LANGUAGE LEARNERS (ELL)	PAGE 12
COURSE PLACEMENT CRITERIA	PAGE 12
GIFTED & TALENTED PROGRAM 13	PAGE
SUPPLEMENTAL PROGRAMS	PAGE 14
EXTRA CURRICULAR ACTIVITIES	PAGE 15

## GRADE 7 ACADEMIC PROGRAMS

**English** – This course is designed to build upon students’ previously learned literacy skills in order to encourage deeper comprehension of print-based text and computer-based text of various genres. Each thematically driven unit includes vocabulary instruction, and each complementary writing unit includes grammar instruction. Student writers learn to effectively use the literary techniques they learn to appreciate while reading works of literature.

**Honors English** –The Honors English 7 course is designed to meet the same objectives as those taught in our 7<sup>th</sup> grade English curriculum at much higher levels of intensity. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace in accordance with students’ mastery of prerequisite knowledge and skills.

**Writing Lab** – The writing lab classroom functions as a community of writers who model their writing practices after the activities of professional writers. In an effort to form a community of writers, both teachers and students will write in and out of the classroom. The four main genres that will be covered are poetry, narrative, explanatory, and informative writing. While some of these genres may also be covered in the primary English classroom, students in this course will explore elements of writing and exemplars separate from the core English curriculum.

**Mathematics** – This course provides the students with the necessary skills to solve mathematical and algebraic problems using computation, logic and problem solving strategies. Students study numerical relationships, rational numbers, algebraic equations, data analysis and statistics, probability, ratio and proportion, fractions, decimals and percents, and topics in geometry.

**Honors Mathematics** – This course provides the students with the necessary skills to solve mathematical and algebraic problems using computation, logic and problem solving strategies. Students study topics in geometry, integers, algebraic equations, graphing, functions, rational numbers, proportions, percents, data analysis, statistics and probability.

**Honors Algebra 1** – Seventh grade students study algebraic topics in preparation for a strong high school mathematics program. Topics include expressions, equations, functions, rational numbers, linear equations, graphing, polynomials, factoring, rational expressions, radical equations and related verbal problems.

*Please Note: Seventh grade Algebra 1 may serve 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.*

**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. Project Adventure and Aerobics are offered as well.

**Health** –Health Education in the Holmdel Township Public Schools is intended to provide the student body with a firm foundation of knowledge that promotes desirable health attitudes and practices. 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.

**Science** – Students explore concepts of earth and physical science through the study of the matter and its interactions, the Earth-Moon-Sun system, Earth’s properties and its changes over time, plate tectonics, earthquakes, and force, motion and energy. This course develops an understanding of scientific principles and experimentation.

**Social Studies** – 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.

## **GRADE 7 CYCLE PROGRAMS**

**Music Exploration 7** – Music Exploration is designed to give students an overview of various musical experiences through hands-on activities and projects. Topics include, but are not limited to: Review of Musical Elements, Creation and Performance, Theory, Technology and World Drumming. Additionally, Music Exploration offers the opportunity for all students to create, perform and evaluate music and musical performances, regardless of musical background, to explore the role that music plays in Western and non-Western society, to allow students the opportunity to compose and create music using a variety of compositional tools and technology and to encourage students to listen critically to music and make informed critique and analysis.

**Art Education** – Art Education in the 7th grade is designed to build the aesthetic awareness of students through the study and utilization of design skills. In addition, the course will provide the students with an opportunity to use problem solving skills in project design. Some of the objectives include teaching students 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.

**Technology Education** – This course prepares students to live and work in the 21<sup>st</sup> 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 and Education. Students will create a technology portfolio showing the technology literacy standards required by the New Jersey Department of Education. Students will create projects through lab activities to cover the technology education standards required by the New Jersey Department of Education. This course incorporates next generation science standards and common core mathematics standards.

**Introduction to Culinary Arts (Foods 1)** – During the 9 week cycle, students will be introduced

to different foods while working in the kitchen. Safety and sanitation in the kitchen will be the main focus. The class is a hands-on opportunity, where students experience a variety of activities. Learning to work in a group in the kitchen will develop a variety of life skills that will help them grow personally and prepare them to work in the real world. The foods unit will acquaint them with kitchen areas, safe use of kitchen appliances and equipment. Students will learn to follow recipes and prepare simple snacks and breakfast foods and will be learn to serve and enjoy them. The course emphasis is on inculcating the importance of breakfast and making healthy nutritious choices.

## **GRADE 7 WORLD LANGUAGE PROGRAMS**

**Chinese** – Seventh grade Chinese is a beginning language course in which students 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 the active learning in communicative settings with a variety of language activities including games, dialogues and oral presentations.

**French** – This course 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.

**Italian** – This course 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.

**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.

**Spanish** – This course 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.

## **GRADE 8 ACADEMIC PROGRAMS**

**English** – This is a course that stresses the fundamentals of lifelong communication skills. Students are given a thorough orientation to the study of literature, fiction and nonfiction works, as well as creative and functional writing. Each thematically driven unit draws upon multiple genres, includes vocabulary instruction, and provides opportunities for students to respond to text in a myriad of ways. Writing units are designed to expose students to the unique characteristics of narrative, informative, explanatory and persuasive writing genres, as well as provide

opportunities to effectively apply newly learned grammar skills

**Honors English** – 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 much higher levels of intensity. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace in accordance with students’ mastery of prerequisite knowledge and skills.

**8<sup>TH</sup> Grade Mathematics** – Students study arithmetic and algebraic topics in preparation for high school algebra. Topics include patterns, algebraic equations, graphing, data analysis, probability, discrete math, number theory, rational numbers, geometry concepts and related verbal problems.

**\*Algebra 1** – Eighth grade students study algebraic topics in preparation for a strong high school mathematics program. Topics include expressions, equations, functions, rational numbers, linear equations, graphing, polynomials, factoring, rational expressions, radical equations and related verbal problems.

*Please Note: Eighth grade Algebra 1 may serve 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 Algebra 1**– Students study algebraic topics in preparation for a high school honors mathematics program leading to Advanced Placement Calculus BC. Topics include expressions, equations, functions, rational numbers, linear equations, graphing, polynomials, factoring, rational expressions, radical equations, quadratic equations and related verbal problems.

**\*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.

*\*Please note: Depending on enrollment, this class may be offered in Holmdel High School*

**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, Project Adventure and Aerobics are an essential part of this program.

**Health** – Health Education is intended to provide the students with a firm foundation of knowledge that promotes desirable health attitudes and practices. 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.



**Science** – Students explore concepts of life and earth science through the study of cytology, interdependence, genetics, heredity, and Earth’s changes over time, weather and ecological systems. This course develops an understanding of scientific principles and experimentation.

**Social Studies** – 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.

## **GRADE 8 CYCLE PROGRAMS**

**Creative Arts** – Creative Arts is a program designed to involve students in the search for relationships between the arts and the interrelatedness of the arts. Throughout the program, full-group sessions are planned to prepare students for important activities. Creative Arts is unique in that one of its overriding goals is to make students comfortable, as the year unfolds, to actively participate in setting the agenda of investigation. The individual and collective talents of the participants are actively nurtured and, as often as possible, are used as a springboard to teach students that the world of art is all around us. Through readings, lecture, and discussion, students will learn how to experience various levels of music as listeners and evaluate music and music performances. Tied closely into this, the culminating activity for the program is a scheduled field trip to New York City to view an actual Broadway play.

**Art Education** – Art Education in the 8th grade is designed to increase the aesthetic awareness of students through the study and utilization of design skills. In addition, the 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. Building on the skills learned in 7th grade, our 8th grade students 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.

**Music Technology** – Through the integration of technology, Music Technology is designed to further enhance our students’ musical experiences through a variety of enhanced hands-on activities and projects. As with the 7<sup>th</sup> grade curriculum, topics include, but are not limited to: Review of Musical Elements, Creation and Performance, Theory, and Technology. Additionally, Music Technology offers the opportunity for all students to create, perform and evaluate music and musical performances, regardless of musical background, to explore the role that music plays in Western and non-Western society, to allow students the opportunity to compose and create music using a variety of compositional tools and technology and to encourage students to listen critically to music and make informed critique and analysis. Music Technology will provide students with an overview and foundation in the application and creation of digital media

through the use of various DAW software, online, and cloud-based technologies. 8th grade students will have the opportunity to work in the Music Innovations Lab.

**Technology Education** – This course continues to prepare students to live and work in the 21<sup>st</sup> 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 and Education. Students will continue to create a technology portfolio showing the technology literacy standards required by the New Jersey Department of Education. Students will create projects through lab activities to cover the technology education standards required by the New Jersey Department of Education. This course incorporates next generation science standards and common core mathematics standards.

**Introduction to Culinary Arts (Foods 2)** – During a nine week cycle class, students will build upon the knowledge they have learned during the seventh grade foods 1 class. Students will have the opportunity to expand their knowledge of Nutrition, Culinary Measurements, Culinary principles/techniques, and peer interactions (intra/interpersonal communication skills.) This course was designed to ready students for Culinary Arts class at the High School level. This course will use the progression of learning style of teaching and will build upon what students have learned in the seventh grade foods 1 class and ready them for advanced culinary principles and techniques. By the end of this course students should have a better mastery of basic culinary principles and techniques. Students should have begun to feel more comfortable in the kitchen understanding basic terminology and applying culinary skills in a classroom setting.

## **GRADE 8 WORLD LANGUAGE PROGRAMS**

**Chinese** – Eighth grade Chinese continues from where the seventh grade Chinese course left off. 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.

**French** - 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.

**Italian** - Eighth grade Italian 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 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.

**Latin** - 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. SUMMER ASSIGNMENT REQUIRED. \*This is a HS Level 1 course.

**Spanish** - Eighth grade Spanish 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 linguistic and cultural awareness. \*This is a HS level 1 course.

## **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 provide 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 and modifications 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 at [www.state.nj.us/education/students/safety/behavior/504](http://www.state.nj.us/education/students/safety/behavior/504) and read the “Frequently Asked Questions” section.

Chantal M. Simonelli, Satz Assistant Principal and 504 Officer, is available to assist you with any additional questions you may have concerning Section 504.

## **INTERVENTION & REFERRAL SERVICES (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 school-based Intervention & Referral Services committees. 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 intervention and referral services for general education students.

Please contact the Satz School's I&RS coordinator – Chantal M. Simonelli - for additional information at 732-946-1808.

## **ENGLISH LANGUAGE LEARNERS (ELL)**

The English Language Learners (ELL) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ELL 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 ELL Program also seeks to foster a sense of self-confidence in English Language Learner students, and to provide students 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 to assess their level of proficiency in English. All qualifying students attend a class which meets daily and is taught by a certified ELL teacher. Some students are also scheduled to take Transitional English in lieu of their regular English class while in our ELL Program. Both courses are taught by a certified ELL teacher.

## **COURSE PLACEMENT INFORMATION**

Preliminary placement in core courses is based upon a student's cumulative grades and performance on standardized assessments at the time of course placement recommendations. Students desiring enrollment in an honors course must meet the published criteria, including participating in mandatory standardized assessments (MAP and PARCC) in order to be eligible for inclusion in that program. The course placement criteria is posted on the district's website page: <http://www.holmdelschools.org/departments/curriculum-and-instruction>.

In all cases, the published criteria for each individual class will be used to determine appropriate placement for the next year. However, in the event of extenuating circumstances, a department

review request may be made in writing or through an online district form between May 1-10, 2018.

Students who initially meet the published placement criteria but whose final grades or PARCC scores fall below the published criteria will be removed from the class for which they have been scheduled and placed appropriately during the summer months.

*Beyond the Course Placement Process: The educational experts, inclusive of administrators and teachers, discuss each child individually during the department review process. They consider multiple criteria regarding a student's achievement, along with any information parents chose to provide in the department review request form explaining extenuating circumstances that impacted a child's overall performance in a course.*

*After the decisions of the department review are communicated to families, parents may contact the department supervisor's office by June 5, 2018 to schedule a meeting with the Department Supervisor, Principal, and Director of Curriculum and Instruction to discuss the details of their child's department review and a waiver option. All meetings must take place between June 6-14, 2018, as courses are finalized the following week.*

## **GIFTED & TALENTED PROGRAM**

### **Voyager's Program**

The Gifted and Talented Voyagers Program was developed to meet the needs of youngsters 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 Voyagers pages our school website ([www.holmdelschools.org](http://www.holmdelschools.org)). Each year, students are assessed for potential inclusion in the Voyagers Program. And given the combination of the multiple measures, children who demonstrate exceptional potential may have the opportunity of being included in the program. At the start of the school year, a formal permission slip is sent home to the parents of identified youngsters. 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.

More information on the Gifted and Talented Voyagers Program can be found on the District website at the following web address: <https://sites.google.com/holmdelschools.org/holmdeltownshippublicschools>

## **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 in Kindergarten through eighth grade. 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.

### **Chorus**

Seventh and Eighth grade chorus 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 community events.

### **Concert Band**

Seventh and Eighth grade Concert Band is an instrumental performing group that emphasizes participation in school concerts, activities and community events. Instrumental instruction is provided to the students and all participants are expected to perform in various concerts and activities.

### **String Ensemble**

This ensemble is for students in grades seven and eight. Participation is open to any student regardless of their previous experience. Through weekly classes, home practice, individual instruction and performance, students are given the opportunity to hone their skills with a stringed instrument (violin, viola, cello, bass, or guitar). An emphasis is placed on ensemble and reading skills. All participants are expected to perform in various school concerts and/or community events.

## EXTRA-CURRICULAR ACTIVITIES

**American Mathematics Competition (AMC 8)** – Formerly known as the American Junior High School Mathematics Exam, the AMC 8 is a 25 question, 40 minute multiple choice examination in middle school mathematics designed to promote the development and enhancement of problem solving skills. The examination provides an opportunity to apply the concepts taught at the junior high level to problems which not only range from easy to difficult but also cover a wide range of applications. Many problems are designed to challenge students and to offer problem solving experiences beyond those provided in most junior high school mathematics classes.

**Builders Club** – The Builders Club is sponsored by Kiwanis International and offers service opportunities to middle school – aged students. The goal of this club is to develop leadership qualities by working together in school and community projects. Builders Club is suited for young people who want to take positive action to build a better world for themselves and others.

**Chess Club** - The educational objective of the Satz Middle School Chess Club is to create a comfortable and enthusiastic learning environment for students interested in chess. This club provides students the opportunity to learn new chess tactics, play against the high school chess team, and potentially compete in tournaments. They will be provided with professional chess tournament sets, timers, and instructional “Chess Tactics for Kids” books during the club, will be taught various tactics, and will learn professional notation techniques. Creativity will be stressed with different types of in- club chess tournaments and a unique 3-Man Chess Set. Furthermore, strengths and weaknesses will be more closely analyzed with an online Chess Analysis program. Overall, students are encouraged to compete and play professionally against one another in an environment where they can fit in and enjoy themselves.

**Continental Math League** – The contest is for 7th and 8th grade honors students. The C.M.L. team will receive 5 certificates and 2 medals. National and Regional awards will be distributed to recognize individual and team achievements. A team will consist of the top 6 scorers for each test. Contest dates will be announced well in advance.

**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. Check us out!

**Future City Engineers** - The National Engineers Week Future City Competition is a hands-on, real world learning experience for middle-schoolers designed to show them how engineers shape the world. Seventh and eighth grade students use their math, science, and problem-solving skills to create the world of tomorrow as they compete with other schools from around the country to



see who can engineer the most innovative and inventive cities of the future. The regional competition gets underway with the new school year in the fall and culminates with the regional finals in January. One winning team from each region will qualify for a trip to the national finals in Washington DC, which take place during Engineer's Week. The National Finals Grand Prize winners receive a trip to U.S. Space Camp in Huntsville, Alabama, provided by National Finals host Bentley Systems, Incorporated.

**\*Hand Bells** –Seventh and eighth grade students have the opportunity to participate in the Hand Bell Choir, *the Melody Ringers*. The Melody Ringers meet during Zero Period on alternating days. Students learn the basic techniques of hand bell ringing, including proper handling of the bells, multiple ringing styles, and sight reading. No experience is necessary in order to be part of the ensemble. Students who are part of Melody Ringers are unable to be part of the Concert Band, as they meet on the same day, although they may sign up for Concert Chorus.

**\*Jazz Band** – Seventh and eighth grade students also have the opportunity 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.

**New Jersey Math League (N.J.M.L.)** – NJML is open to both seventh and eighth grade math and Algebra 1 students. The 7th grade contest will be given on the first Tuesday in February. The Algebra 1 contest will be given on April 15th or later. Tests will be received by mail. A certificate of merit is award scoring student in that school. Awards are given to the two schools with the highest total score in the League, the two students with the highest total score in the League, and the highest scoring school in the county.

**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.

**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. Students are required to participate in at least one Project Plus activity in order to be considered an active member. Project Plus activities include: the Academic Bowl, Science Olympiad, the Spelling Bee, the Geography Bee, and Battle of the Books.

- **Academic Bowl** – A team of 7th and 8th grade students participate in a Jeopardy-style academic competition. Separate teams of 6 (4+2 alternates) compete for each grade level in three rounds. Highest scores compete in a final play-off round.

- **Scripts Howard National Spelling Bee** – sponsored by the Asbury Park Press - 7th and 8th grades. Preliminary bees on each grade level in Language Arts classes. Grade level winners compete against each other to determine school finalist. Local sponsor holds final spelling bee to determine representative to the National Bee in Washington, D.C.
- **Battle of the Books** – A team of 7th and 8th grade students represent Satz School at a competition held in May and sponsored by the N.J. Educational Media Association. Students are responsible for reading 15 pre-selected books. The competition uses a Jeopardy-style format.
- **National Geographic Bee** – Students in 8th grade take a geography quiz published by National Geographic Magazine guidelines and sample questions prior to this time.

**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 Science Olympiad, students, teachers, parents, principals and business leaders bond together and work toward a shared goal.

**Student Ambassadors** – The student ambassadors is a service-based organization designed to promote engagement between our students and the community. As an organization that is committed to improving the quality and quantity of volunteer experiences available to youth throughout the district, we invite you to join this membership network so the goal of making service the common expectation and common experience of all young people can be realized.

**Student Council** is an organization 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.

**Technology Student Association (TSA)** – TSA promotes “leadership and opportunities in technology, innovation, design and engineering. Members apply STEM (science, technology, engineering, mathematics) concepts through co-curricular programs.” TSA offers a wide range

of competitions for the students to choose from. Some of the competitions include, but are not limited to, electrical applications, web design, medical technology issues, go green manufacturing, prepared speech, and essays on technology. To check out more about TSA, refer to the following URL's <http://www.tsaweb.org/> and <http://njtsa.pages.tcnj.edu/> .

**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. Remember you don't have to be a star to be in our 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.

**Youth Alliance** - The William R. Satz Youth Alliance promotes a no-use message to students regarding drugs and alcohol. The Youth Alliance provides drug/alcohol free activities, which demonstrate that fun does not need to involve drugs or alcohol. The club is open to all 7th and 8th grade students. Students participate in a wide range of activities including school dances and trips to professional sports games. The Alliance has a structured leadership consisting of a President, Vice-President, a Secretary, a Treasurer, and Class Representatives who help plan and coordinate activities. Meetings are held after school and are flexible to allow for student involvement in other school programs.

*\*Please Note: Designated as a zero-period course which meets on alternating days outside of the regular school day schedule (7:25am – 8:08am).*