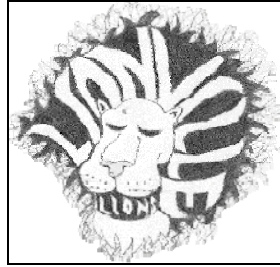


DOWNINGTOWN AREA SCHOOL DISTRICT

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MIDDLE SCHOOL ACADEMIC PROGRAM



Downingtown Middle School
115 Rock Raymond Road
Downingtown, PA 19335
610-518-0685
<http://www.dasd-dms.org>

Lionville Middle School
550 W. Uwchlan Avenue
Exton, PA 19341
610-524-6300
<http://www.dasd-lms.org>

MIDDLE SCHOOL MISSION STATEMENT

Together, the students, staff, families, and community of the Downingtown Area School District are committed to developing a middle level program that balances the academic, emotional, social, and physical potential of each student in a safe environment that encourages active life-long learning for a 21st century global "Good Neighbor" community.

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DOWNINGTOWN

Dear Parents and Guardians,

We welcome you to our Middle School as the parent or guardian of an incoming student. The middle school years are an important transition period where adolescents mature socially, emotionally, physically and academically. During these critical years, we urge your active participation and partnership with our staff of teachers, administrators and support personnel to ensure a productive, rewarding, and engaging educational experience.

Middle schools in Downingtown Area School District organize the student population into smaller academic teams. Teams of teachers representing the core subject areas are assigned to a common group of students. The teachers share common planning time for the purpose of supporting their students. These smaller learning communities are focused on developmentally appropriate experiences for young adolescents. Educational programming includes learning that is anchored in standards and interdisciplinary instruction, while providing opportunities for exploration and discovery. Middle school programs also pay close attention to the unique physical, social and emotional needs of young adolescents.

In sixth grade, students begin their middle school experience with greater support from their teachers with regard to organizational strategies and study skills; learning to learn is an important part of the sixth grade program. As students progress through seventh and eighth grades, these formal structures and supports are diminished so that students become more independent learners. While offering a core academic curriculum in Language Arts, Math, Science, Social Studies, Reading and World Language, we address the wide spectrum of students' needs through instructional strategies and designs. Our encore program offers students a wide array of opportunities to explore Computer Applications, Health, Physical Education, Music, Art, Technology Education and Family & Consumer Sciences. A host of additional support services are offered, including gifted and learning support.

Best wishes to you and your student as you experience the middle school years. Adolescents continue to need guidance, nurturing and healthy relationships with adults in order to successfully transition from childhood to adulthood. You play a very important role as our partner in supporting them through these transitional years.

Sincerely,

Thomas Mulvey, Principal
Downingtown Middle School

Robert A. Reed, Principal
Lionville Middle School

Building a **Bridge** *to a Better Tomorrow*

We Believe that:

-  Learning is a multi-faceted process where the school community embraces the unique qualities of each student by nurturing physical, social, emotional, and intellectual growth.
-  Each student possesses personal value that must be supported and nurtured by a physically and emotionally safe learning environment.
-  Each student will reach his/her potential through actively engaging curricula that builds academic competence.
-  Each student must actively participate in social and academic development by accepting responsibility, understanding consequences and committing to his/her personal best
-  Each student will actively value and demonstrate mutual and self-respect in order to strengthen our diverse school community.
-  Each student will develop into a confident and ethical citizen through integrity and self-reliance.
-  Each student, staff member, and families must openly communicate and interact in order to develop productive, contributing citizens within our school, local and global communities.
-  Each student must be prepared for the 21st century global society in which learning becomes a life-long passion.
-  Each staff member deserves effective professional development, including adequate time, resources and interdisciplinary collaboration, to promote personal growth and excellence in education.

DASD Middle Level Steering Committee, June, 2007

ADMINISTRATIVE, GUIDANCE AND CURRICULUM LEADER PERSONNEL

ADMINISTRATORS

Downingtown Middle School

Thomas Mulvey, Principal
Eileen Olsen, Assistant Principal

Frank Dardine, Assistant Principal

Lionville Middle School

Robert A. Reed, Principal
Nicholas Argonish, Assistant Principal
Melissa Schumann, Assistant Principal

GUIDANCE

Downingtown Middle School

Susan Bechtold
Katie Durkin
Debra Mallon
Karen Grimm, Academic Advisor

Lionville Middle School

Anne Carson
Charles Selcher
Emily Ernest
Margaret Alvarez, Academic Advisor

CURRICULUM LEADERS

Art.....
Computer Applications.....
English/Language Arts.....
 Assistant Curriculum Leader
Family & Consumer Sciences
Guidance.....
LearningSupport.....
 Assistant Curriculum Leader
Mathematics.....
 Assistant Curriculum Leader
Music.....
Phys. Ed. / Health
 Assistant Curriculum Leader
Science.....
 Assistant Curriculum Leader
Social Studies
 Assistant Curriculum Leader
Technology Education
World Language

Carol Prokop, DMS
Lois Grasso, LMS
Joanne Steidler, DMS
Melissa McCausland, LMS
Judith Schell, LMS
Charles Selcher, LMS
Rae Ann Lukavsky, DMS
Barb Mainello, LMS
Karen Sullivan, LMS
Lynn Hamlin, DMS
Floyd Rawleigh, DMS
Alison Hady, LMS
Dave Williams, DMS
Steve Houdeshel, DMS
Fran Holberg, LMS
Katherine Murphy, LMS
Sharon Jackson
Laury Grant, LMS
Judith Deppen, DMS

GUIDANCE PROGRAM

The main function of the Guidance Counselor is to assist students in optimizing their learning experiences at the middle school. At this stage in life, the number one task is LEARNING. Students also develop mental, physical and social skills that enhance self esteem and confidence.

The counselor will do all he/she can, with parent and student cooperation, to aid in this development by providing the kinds of information which will enable students to make wise decisions concerning course selection, formulating career goals, transition from elementary to middle school and the transition from middle school to the high school.

Each student is assigned a guidance counselor based on the student's team assignment. Parent should feel free to discuss school-related concerns with their child's guidance counselor.

STUDENTS: If you experience difficulty in studying or find yourself in a situation for which you have no ready solution, don't panic, don't keep the problem bottled up within yourself and worry needlessly about it. See your counselor. He/she will examine with you the nature of your difficulty and together search for a solution.

If, at any time, you have a question that has to be answered or should you be confronted with a situation that calls for assistance, go immediately to your counselor. Remember, your counselor is your personal representative in the school and as such, stands ready to help you at any time.

HONOR ROLL

Distinguished = 'A's' in all courses

High = 'A's' in at least two majors and more than half of all courses taken. 'B's' in all remaining courses.

Regular = 'A's' in two courses (one must be a major). A maximum of one 'C' and all rest 'B's'.

MARKING SYSTEM

A = Excellent	90-100%	I = Incomplete
B = Above Average	80 – 89%	M = Medical
C = Average	70 -79%	O = Outstanding
D= Below Average	60 - 69%	S = Satisfactory
F = Failure	59 – Below	U = Unsatisfactory



SUMMER ACADEMY

The Summer Academy is open to all students residing in the DASD who have completed 5th or 6th grades. The Academy's course of study is designed to maintain skills in reading, writing and math. The Academy also offers instruction in other subject areas, such as physical education, art, world language, and computer applications; these courses are inherently more hands-on and enhance the summer school experience. A secondary objective of the program is to offer a transition between elementary and middle school. Students have an opportunity to become acquainted with the middle school facility and some of the faculty before the regular school year begins. Dates, fees, and other details are available through the Guidance Office or the Main Office in the middle school buildings.

SUMMER SCHOOL

The Middle School Summer School Program is open to all students residing in the Downingtown Area School District who have completed 6th, 7th or 8th grade. The program is devoted to the interests of those students who demonstrate a need to strengthen academic skills. Students who attend will have the opportunity to improve their study habits, and review fundamental concepts for greater understanding in reading, writing and math. The program incorporates mathematics and language arts with specific study skills such as outlining, note taking, vocabulary, content area reading strategies, along with the higher level thinking skills of analysis and synthesis. Successfully completing Summer School may ensure promotion for some students. Information with regard to retention/failures is available through the Guidance Office after the regular school year is completed in June. Dates, fees and other details are available from the Guidance or Main Office in the middle school buildings.

SPECIAL SERVICES

- Adapted Physical Education
- Counseling and Guidance
- Vocational/Career Guidance
- Psychological Services
- SAS (Student Assistance Services)
- Downingtown Educational Enrichment Program (DEEP)
- Special Education Services
- English as a Second Language
- Hearing Services
- Speech Services
- Vision Services
- Small Group Music Instruction
- Library

Additional information can be obtained through the Guidance Counselors.

PROGRAM OF STUDIES – GRADE 6

<u>Subject</u>	<u>Time Cycle</u>
Language Arts	Daily, all year
<ul style="list-style-type: none"> • Literature • Writing 	
Science	Daily, all year
Social Studies	Daily, all year
<i>(Students reading 2.0 or more below grade level will drop Social Studies and take Reading Foundations, all year course)</i>	
Mathematics	Daily, all year
Level 01 (High Performing), Level 02 (Advanced), Level 03 (Grade Level), or Innovative Math	

Encore Blocks

Block 1 (1-each 45 day session)	Block 2 (3-2times per cycle)
Art	Reading Comprehension or Strategic Reading
Computer Applications	Physical Education
Health	Study Skills (for students in Reading Foundations)
Technology Education	General Music, Band, Chorus, or Strings

Special Education

DEEP (Gifted Program, IEP required)
 Learning Support (IEP required)

PROGRAM OF STUDIES – GRADE 7

<u>Subject</u>	<u>Time Cycle</u>
Language Arts	Daily, all year
<ul style="list-style-type: none"> • Literature • Writing 	
Science	Daily, all year
U.S. History	Daily, all year
Mathematics	Daily, all year
Algebra I, Pre-Algebra, Grade Level Math, or Innovative Math	
World Language	Level I - Daily, all year OR
Spanish, French, German	Exploratory – Daily, three quarter
<i>Take Level I of one language, and then Level II of the same language in 8th grade OR</i>	
<i>Take Exploratory language, one each marking period and then one option from Block 1 OR</i>	
<i>Take all of Block 1 and wait until 8th grade to start a World Language.</i>	

Encore Blocks

Block 1 (1 each-45 days)	Block 2 (3-2 times per cycle)
Computer Applications	Art
Family & Consumer Sciences	Physical Education
Health	Reading Foundations or Reading Comprehension
Technology Education	General Music, Chorus, Vocal Ensemble, Concert Choir, Band, or Strings

Special Education

DEEP (Gifted Program, IEP required)
 Learning Support (IEP required)

PROGRAM OF STUDIES – GRADE 8

<u>Subject</u>	<u>Time Cycle</u>
English	Daily, all year
Science	Daily, all year
U.S. History	Daily, all year
Mathematics	Daily, all year
	Algebra II, Algebra I, Pre-Algebra, or Innovative Math
World Language	Level I – Daily, all year
	Spanish French, German Exploratory – Daily, three quarters
	<i>Students who have succeeded in a World Language Level I may take Level II.</i>
	<i>Students beginning a World Language in 8th grade will take Level I or Exploratory. If you choose Exploratory, you will take EXPLORE Research or Reading Comprehension.</i>
	<i>Students still in need of reading will take Reading Foundations everyday in lieu of a World Language.</i>
	Encore
Block 1 (1 each-45 day session)	Block 2 (3-2 times per cycle)
Computer Applications	Art
Family & Consumer Sciences	Physical Education
Health	General Music, Chorus, Vocal Ensemble, Concert Choir, Wind Ensemble, Band or Strings
Technology Education	
	Special Education
	DEEP (Gifted Program, IEP required)
	Learning Support (IEP required)

ART

The Art curriculum is designed to provide sequential growth and development as students experience this course through the middle school years. Each grade addresses the concepts of drawing, painting, 3-dimensional art, composition, and humanity. In each of these content areas, the district and Pennsylvania standards are incorporated into all areas of focus. Art history and appreciation is also addressed at each grade level.

Art is offered all three years of middle school. In sixth grade, students meet for one (45 day) marking period. In both seventh and eighth grade, students meet two days of a six-day cycle for the entire school year.

COMPUTER APPLICATIONS

The Computer Applications curriculum is offered to 6th, 7th and 8th grade students. The integration of computers to our daily lives is essential for success both in school and the workplace. Our three-year curriculum covers a broad range of hands-on computer and technology skills including: keyboarding, word processing, desktop publishing, spread sheets, data bases, presentation software, Internet literacy, Web Page design, photo editing and working with scanners and digital cameras. Students will progress through levels of skills to the point where they can easily use today's computer technology to complete classroom assignments and understand the relationship between technology and other sciences.

DEEP

The Downtown Educational Enrichment Program (DEEP) in the middle school seeks to provide identified gifted students with challenges and opportunity beyond that which they might experience in regular education. All students participate in group units, in addition to units that are dedicated toward the pursuit of individual goals and objectives.

Some homework may be assigned in DEEP classes, particularly special projects involving collection of data and/or research. Students are scheduled for DEEP in lieu of a choice of encore subjects.

FAMILY & CONSUMER SCIENCES

The Grade 7 FCS standards include child development, food science & nutrition, financial & resource management and balancing work, family & community resources. Time management skills are gained through a meal management project. An optional American Red Cross Babysitting Certificate can be awarded upon completion of the coursework in child development. An understanding of consumer rights and responsibility is emphasized.

The Grade 8 FCS standards include units on food science and nutrition, financial and resource management, and balancing work, family and community responsibilities. Energy requirements in the life cycle, physical and chemical changes in food preparation, financial management practices, housing and conservation are also covered in this class.

HEALTH

The Health curriculum is offered in Grades 6th, 7th, and 8th at the middle schools. It is important during these formative years that students acquire a knowledge base to make good decisions. Students will view health as a state of physical, mental, intellectual and social well-being. The course content is designed to meet the following state standards: concepts of health, healthful living and safety and injury prevention. Topics included in the middle school health program are: systems of the body, human sexuality, chemical substances, alcohol and tobacco, dental hygiene, mental health, diseases, eating disorders, anger management, and self-esteem. It is the intent that the student will acquire or further develop worthwhile habits, knowledge, skills and attitudes that will last a lifetime.

LANGUAGE ARTS & ENGLISH

The Language Arts and English curriculum is designed to further develop the strategies needed to become a better reader, writer, speaker, listener, and critical thinker. Students read and write for a variety of purposes which include: reading for literary experience, reading for information, technical reading, expository writing, technical writing, creative writing, writing poetry and composing plays. As part of the reading and writing programs, students enrich vocabulary, grammar and spelling skills through integrated methods and multi-media presentations.

Literature study includes fiction and informational nonfiction titles of novels, short stories, essays, autobiographies, biographies, as well as poetry, drama and oral traditions. In addition, students complete assigned self-selected readings designed to expose readers to a full spectrum of reading genres; this exposure is intended to support life-long reading.

The writing program provides a variety of writing opportunities for developing writers. The formal composition program introduces expository writing from the single paragraph to multi-paragraph themes. Creative writing assignments/projects are integral to the program. Literature based vocabulary and analogies add richness to this writing. Usage, sentence structure, sentence variety, and the eight parts of speech are the focus of grammar; punctuation and format are emphasized as all are applied to the writing.

Students build their speaking skills by learning strategies and practicing formal and informal speeches across the curriculum. Students also develop listening strategies that will enhance their responses in all of their classes.

Student competency is demonstrated in the PSSA Reading and Writing Assessments, and district-wide Performance Tasks as well as curriculum-based interdisciplinary projects.

At the middle level, the curriculum is designed to develop these areas of communication as students experience this course at each grade level. Sixth graders enroll in two periods of Language Arts for the entire school year, one period of Literature and one of Writing. These courses are scheduled separately and students receive grades for each course. In seventh grade, the two periods of Language Arts continue, scheduled in the same way; however, students are recommended for their level of study. Level II courses are on grade level, whereas Level I courses are accelerated for stronger readers and writers due to higher expectations. In eighth grade, students meet for a single period of English and two levels are by recommendation.

MATHEMATICS

The middle level mathematics program consists of a variety of course offerings. Students are offered placement in these courses based on their mathematical readiness, work ethic, and successful completion of prerequisite courses.

Innovative Math is offered in 6th, 7th and 8th grade for those students who struggle with the traditional delivery of mathematics. The course is based on guided discovery through real world applications and thought-provoking mathematical questions. Emphasis is placed on the use of manipulatives and collaborative work to investigate various strategies to solve problems.

Mathematics - Course 1 (6th Grade Mathematics) and Mathematics Course 2 (7th Grade Mathematics) consist of concepts including whole

numbers, fractions, decimals, percent, integers, geometry and statistics. Emphasis is placed on the application of these concepts. Mathematics is offered in 6th & 7th grades.

Pre-Algebra emphasizes the use of variables, equations, and inequalities to solve problems. Topics include integers, rational numbers, probability, percent, geometry, and graphing. This course is offered to students who have successfully completed Course 2 in mathematics.

Algebra I is offered to those students in 7th grade who have been evaluated on the Algebra I readiness rubric; criteria includes: PSSA performance, teacher recommendation, performance in Course 2 Mathematics, and performance on the Algebra Readiness Exam. Algebra I is also offered to 8th graders who have successfully completed Pre-Algebra in 7th grade.

Topics include real numbers, properties, simplifying terms and expressions using the order of operations, solving equations, inequalities, systems of equations, factoring polynomials, simplifying radical expressions, and graphic linear equations and inequalities.

Algebra II is available only to 8th grade students who have successfully completed Algebra I in 7th grade. Emphasis is placed on systems of equalities and inequalities, quadratic relations, polynomials, functions, and probability and statistics. (Prerequisite: Algebra I)

MUSIC

A variety of offerings are provided for the wide range of student interests and talents. Students may choose from the following music courses:

General Music, offered in grades 6, 7, and 8, exposes students to the many musical styles and gives them a basic understanding of music fundamentals. Students have an opportunity to experience through listening, creating original compositions, and performing on instruments. General music does not provide the opportunity for public performances.

Band is offered in grades 6, 7, and 8. Band, in the large group rehearsal setting, includes music theory as well as fundamentals in music performance of a variety of musical styles. Instrumental lessons provide students with opportunities to learn the proper technique of playing their instruments in small group rotational lessons. Students at all levels of ability are challenged to meet their own personal musical potential through home practice and lesson attendance. Band members perform two concerts each year. Wind Ensemble is available to eighth graders who meet musical performance criteria.

There are no beginning level band classes and all students entering band at the middle level must have participated in a band program for at least one year

Chorus is offered to students who have an interest in vocal music. A choral class is offered in each grade level. Select choirs are offered by audition in both 7th and 8th grade. In chorus, the students are taught music reading through music theory and ear training lessons. The choruses concentrate on polished performances that include correct use of the voice through breath control, diction, and the proper execution of tone. Participation in at least one after-school rehearsal per concert season is required. Eighth grade vocal ensemble members will participate in an adjudicated competition. Chorus members perform at two concerts each year.

Strings are offered to students who have studied violin, viola, cello, or string base for a minimum of three years. String orchestra students will be scheduled for rotational lessons per marking period. The string orchestra will provide students with an ensemble experience working with composers of all stylistic periods, as well as instruction in music theory components. All members of the string orchestra will be responsible for two public performances, one competition, and several class projects per year.

PHYSICAL EDUCATION

The Physical Education program is designed to meet the physical, mental, emotional and social needs of the middle school student through vigorous physical exercise, along with cooperative learning, team building, problem-solving and positive peer interaction. Flexibility, strength, coordination, and cardio-vascular endurance are the ultimate goals of the total program.

The program for 6th, 7th, and 8th grade includes team sports, large group games, fitness activities, and adventure-based activities such as group challenges, a low ropes course and a bouldering wall. Each grade level may include different games or focus on advanced skills of the same sport offered at a lower grade level. Activities are designed to meet the following state standards: safety and injury prevention, physical activities that promote fitness, affects of regular participation in physical activity, response of the body systems to physical activity, physical activity preferences, motor skill improvement, physical activity and group interaction, and concepts, principles, and strategies of movement. It is the intent that the student will acquire or further develop worthwhile habits, knowledge, skills, and attitudes that will last a lifetime.

READING

The Reading curriculum is designed to guide students toward becoming effective, proficient and independent readers. At the middle level, five courses are offered to provide instruction that best fits individual needs.

Reading Foundations is a strategy-based instructional program for students who are struggling with reading. Ongoing assessment enables teachers to provide appropriate instruction. Careful pacing combined with ample guided practice and sufficient review characterizes the instructional focus of this program. Materials and instructional methods that consider the interest of the student as well as the level of difficulty of the text foster the desired learning. This course is offered yearlong for recommended sixth, seventh and eighth grade students.

Reading Comprehension provides the opportunity for students to correct minor reading problems. Teachers work with students to identify their strengths and needs. Explicit instruction and teacher modeling of strategies combined with guided practice enables students to apply learned skills in a variety of reading situations. This course is offered two days of a six-day cycle for the entire school year to sixth and seventh grade students through recommendations. Eighth grade students are recommended to meet for one marking period (45 days) in lieu of the Explore Research course while enrolled in the Exploratory World Language program.

Strategic Reading challenges students to achieve reading proficiency by expanding vocabulary and emphasizing strategies for content area materials. Students are introduced to the basic components of the research process. The focus of this course is to “read to learn” rather than “learn to read”. This course is offered two days of a six-day cycle for the entire school year to sixth grade students.

Explore Research is designed to accompany Exploratory World Languages for the fourth quarter. Explore is designed to motivate and meet the needs of eighth grade readers. This course provides students with the opportunity to learn and apply reading and research skills needed for high school. Students develop critical reading skills, expand their vocabulary and engage in the various steps of the research process. This course is offered to seventh and eighth grade students enrolled in the Exploratory World Language course for one marking period (45 days).

Stepping Stones is a specially designed language arts class with an emphasis on reading and writing. Reading strategies and skills are accentuated. The areas of fluency, comprehension, vocabulary development, and decoding are addressed to increase the students’ overall reading. A variety of text is used, increasing with difficulty.

SCIENCE

Sixth grade Science focuses on Earth and Space Science with an emphasis on Environmental Science. Topics include stars, space exploration, weather, plate tectonics, erosion, wetlands and watersheds, as well as focus on Pennsylvania soil composition and mineralogy. Topics are learned through hands-on and field experiences as well as more traditional classroom methods.

Seventh grade Science focuses on Life Sciences with an emphasis on Ecology. Primary structures and functions of cells, tissues, organs, systems and organisms are covered, as well as adaptations of and interactions among organisms. The relationships between living and non-living parts of an ecosystem are studied. Human impact on various systems is included, especially in context of management of those systems. Students learn topics included through hands-on, field experiences, multi-media presentations, and classroom discussion.

Eighth grade Science is an introduction to the Physical Sciences, Chemistry and Physics. Topics include the nature and structure of matter, the structure and use of the Periodic Table of the Elements, types of chemical reactions and compounds, the gas laws, thermal energy, Newton’s laws of motion, simple machines, radiation, electricity, magnetism, the electromagnetic spectrum, and light. There is a focus on laboratory work, including a lab-based final exam. As with all Science courses, direct connections to everyday life are continuously learned.

SOCIAL STUDIES

The Social Studies curriculum is designed to provide the student with a knowledge and appreciation of their own culture and history and that of their closest neighbors in North America. Certain strands are interwoven within each grade level course: current events, cultural diversity, geographical influences, history, economics, and political science all become parts of the course content. The inclusion of these strands provides a much broader view of the particular topic studied.

6th Grade: Geography Study [Five Themes of Geography] -Canada, Mexico, Central and South America

Students study the geography, history and present day culture of the areas listed. A variety of assessments are used to determine students’ knowledge of the content presented.

7th Grade: History of the United States, American Revolution to the Civil War

Units of study include creating a new nation, the living Constitution, the New Republic, and United States expansion across the North American continent. Assessments might include tests and quizzes, projects, journals and reports.

8th Grade: History of the United State (1860-1920)

Units of study include The Civil War, Changing America and Global Interaction. Assessment of learning takes a variety of formats and may include: projects, tests and quizzes. Essay writing is incorporated into the 8th grade Social Studies curriculum.

SPECIAL EDUCATION

The Middle School Special Education program addresses the needs of those students with varying educational disabilities. The program ranges from part-time to itinerant levels of support. Students all have an Individualized Education Program/Plan (IEP) and services are delivered through a variety of programs.

Direct Instruction is offered in Language Arts/English and Mathematics. Students needing less support may be placed in ACES classes. ACES is a team-teaching approach where a regular education teacher and a special education teacher collaborate to meet the varying educational needs of the special education students in a regular education setting.

Special Education students are also given the opportunity to participate in a Curriculum Support class. This scheduled class addresses the needs of organization and time management in addition to supporting various curriculum areas. Curriculum Support classes are scheduled for two, four, or six days per cycle, based upon the individual students' needs.

There is also a district-wide Life Skills program housed at Downingtown Middle School and an Emotional Support class at each middle school. These programs provide Direct Instruction in subject areas. Along with these varying types of services, support is also provided by instructional support staff to individual students who have a higher degree of need. Autism support is provided at Downingtown and Lionville Middle Schools in a varied model.

TECHNOLOGY EDUCATION

Technology Education is an activity-based curriculum that introduces students to technology by examining the basic systems of communications, manufacturing, construction, transportation, power and energy and biotechnology related fields of study. Students explore the evolution of Technology through the Technology Systems Model and the Technological Problem Solving Method.

The three classrooms are Communications and Biotechnology, Materials and Processes, and Energy, Power, and Transportation. In the Materials and Processes area, students create projects that incorporate learning about the most modern uses of resources, such as plastic, composites, metals and wood. Also as part of the Technology Education curriculum, students are exposed to modules incorporating the following concepts: electronic publishing, robotics, applied systems, drafting and CAD, alternative energy sources, physics, lasers and fiber optics, engineering, biological related fields through problem solving, research and design.

Students in sixth, seventh and eighth grade meet for one (45 day) marking period each school year rotating through the three Technology Education classrooms over the three years in middle school.

WORLD LANGUAGES

The World Languages curriculum is designed to provide an opportunity for seventh and eighth grade students to study a world language selecting Spanish, French or German. In the middle school, two levels of each world language are offered that focus on learning grammar, speaking and listening comprehension. The objectives of these courses are to teach students to understand and interpret spoken language, engage in conversation and communication, gain knowledge of different cultures and connect with other disciplines. Both levels are yearlong courses that meet everyday.

An Exploratory program is also offered in addition to the leveled foreign language courses to provide students with an introduction to the three languages offered. This program actively engages students in cultural and lingual experiences through music, skits, and other activities. This program is scheduled to meet every day throughout the year; however, each marking period begins a new rotation of the three languages and one reading course.

Seventh grade students enrolled in a Level I Language Arts course may elect a Level I World Language course and will enroll in Level II in eighth grade or select another Level I language. Seventh grade students who elect the Exploratory program will enroll in a Level I course of their choice in eighth grade.

Eighth grade students enrolled in a Level I English course who did not have a language in seventh grade may elect a Level I World Language course. Other eighth graders may elect the Exploratory program.

Pursuant to applicable Federal and State laws and regulations, the middle schools do not discriminate on the basis of race, religions, creed, color, national origin or sex.