

# OCEAN CITY INTERMEDIATE SCHOOL

## Program of Studies



**1801 BAY AVENUE**

**OCEAN CITY, NEW JERSEY 08226**

**PHONE (609)-399-5611**

**FAX (609) 398-7089**

**[HTTP://OCEANCITY.NJ.OCI.SCHOOLINSITES.COM/](http://oceancity.nj.oci.schoolinsites.com/)**

## **Board of Education Members**

Joseph Clark, Board President

Jacqueline McAlister, Board Vice President

H. James Bauer

Suzanne Morgan

Patrick Kane

J. Tiffany Prettyman

Cecilia Gallelli-Keyes

Gregory Whelan

Michael James

## **District Administrative Staff**

Dr. Kathleen Taylor, Superintendent

Mr. Timothy Kelley, Business Administrator

Mr. Matthew Carey, Director of Student Services

Mr. Curt Nath, Director of Academic Services

Mrs. Lauren Gunther, Director of Curriculum

Mr. Henry Rodrique, Facilities Director

Mr. Geoffrey Haines, Athletic Director

## **Intermediate School Staff**

Michael Mattina, Principal

Angelo DiBartolo, Guidance Counselor

The [Ocean City Intermediate School](#) maintains the fundamental values of teaching, learning, and behavior. Therefore, the students are expected to follow the Code of Student Conduct and commit to demonstrating our Core Ethical Values of:

District

School

Integrity

Cooperation

Respect

Participation

Responsibility

Respect

Trust

Academic Excellence

Fairness

Personal Responsibility

Courage

Compassion

Friendship

**Overview**

The school, affectionately known as OCIS, is made up of students in grades four, five, six, seven, and eight, residing in [Ocean City](#) and [Sea Isle City](#), along with students that are part of the [School Choice Program](#). The school, like the district, is “committed to excellence” and our highly qualified, well trained, and intrinsically motivated staff allows this commitment to occur. The Ocean City Intermediate School is continuously supported by a community that recognizes how important it is to focus upon what is best for all the students that attend the school. The school has enjoyed a rich history of academic and co-curricular excellence that is a result of the hard work and collaboration between our staff, the community, the [PTA](#) and our [parents/guardians](#). That collaboration, along with consistent communication between all stakeholders, helps the Ocean City Intermediate School strive to improve the academic achievement and growth, while concentrating on the overall [wellness](#) of each of our students.

The educators at the Ocean City Intermediate School are focused on mutual respect, hard work, dynamic lessons, and modeling that will ensure a school environment that provides instruction to meet the needs of each and every student. Our master schedule has been developed to meet the academic needs of the students, creating more opportunity for the students to achieve and grow. All students, in collaboration with their teachers, set academic and test-related goals for the school year. We directly involve the students in being accountable for their own growth in student achievement levels. Individual academic goals for all Ocean City Intermediate School students are signed by the students, teachers, parents/guardians, and by me. Ownership in student growth by all is supreme, and we value the role of our parents/guardians, staff, community members and students. Each one of these vital groups has an important role in making our students continuous, life-long learners.

[Attendance](#) is stressed, every school day counts in a student's academic life. A missed school day is a lost opportunity. Studies have shown that chronic absenteeism leads to lower achievement scores, less academic growth, and it even effects social-emotional skills.

Our staff has worked hard to align their curriculum and instruction with the [New Jersey Student Learning Standards](#), emphasizing our students' analytical skills, problem-solving and critical thinking. The school's website and teacher webpages all help to guide students and their families towards success. All parents/guardians have 24/7 access to their student' grades through our [PowerSchool](#).

The Ocean City Intermediate School provides students with academic excellence and creative arts opportunities, all integrated with aspects of character education, which includes [Olweus](#) anti-bullying lessons, Character Keys for good behavior, and various citizenship incentives. We are proud to offer hands-on specialized Arts and Humanities classes in addition to the standard core classes, along with a specialized Enrichment Period and a Study Skills course to help students organize, plan, prioritize and develop better study habits. Students may also elect to take instrumental music. In addition, students that qualify for gifted and talented may be enrolled in the [GATE](#) (Gifted and Talented Education) Program. GATE

instruction would occur in courses for ELA in grades four through eight and Mathematics in grades four through six (there are advanced math classes in the seventh and eighth grades).

College and Career Readiness is important at the Ocean City Intermediate School. It is our responsibility to ensure that the students are ready for life after secondary education or for their career path. [Naviance](#) and *Career Cruising* are two programs disseminated through the guidance department to assist our students in being ready for college and/or the job world. The Ocean City Intermediate School utilizes [MAP](#) (Measurements of Academic Progress) Testing to monitor student growth from fall to spring. Each spring our students are assessed using the [New Jersey Student Learning Assessments](#). All of our standardized tests are important to help us assess student growth. Parent/teacher conferences are held in October where you may discuss your child's progress.

The school runs an elementary-type schedule for grades four and five, while instituting a middle school model for grades six, seven, and eight. Our educational programs are academically challenging; engage each student by making connections to previous knowledge and life experiences; are relevant and involve rigorous curricula; and at the same time are exciting and captivating.

#### **4th & 5th Grades**

90 minutes	English/Language Arts
90 minutes	Mathematics
45 minutes	Science
45 minutes	Social Studies
30 minutes	Spanish/Enrichment* (every other day)
60 minutes	PE/Health alternating days with Library Skills, Art, Computers, Music or Family and Consumer Sciences (on a quarterly/marking period rotation)
30 minutes	Lunch
15 minutes	Recess (taken on a varying schedule from a period/block)

**6th, 7th & 8th Grades**

90 minutes	English/Language Arts
90 minutes	Mathematics
90 minutes	Science and Social Studies (on a rotating, every other day schedule)
30 minutes	Spanish/Enrichment (Study Skills for 7 <sup>th</sup> )
60 minutes	PE/Health alternating days with Wood Shop, Art, Computers, Music, Family and Consumer Sciences and Design Technology (quarterly)
30 minutes	Lunch (students are allowed outside during the period for “recess”)

Ocean City Intermediate School  
4<sup>th</sup> - 8<sup>th</sup> Grade Grading Scale

A+ 98 - 100	B+ 89 - 91	C+ 80 - 82	D+ 71 - 73	
A 95 - 97	B 86 - 88	C 77 - 79	D 68 - 70	
A- 92 - 94	B- 83 - 85	C- 74 - 76	D 65 - 67	F 64-0

Report Cards

Reports of students’ progress are issued and mailed quarterly in the form of a report card. Interim grade reports are accessed online midway through each grading period. If students have outstanding obligations, this may delay receiving a report card until the obligations are met. The most effective communication regarding a child’s progress is a phone call or email to the teacher or a parent/teacher(s) conference.

Academic Recognition

Our *Honor Roll* has been established to recognize excellence in achievement in all grade levels. This Honor Roll has two classifications: Distinguished Honors and Honors. Distinguished Honors = “A’s” in all subjects except one, but no lower than a “B”. *Honors* = “A’s” and “B’s” in all

subjects. During the spring, students will be honored at our Academic Recognition Ceremony/Sweet Success or other ceremonies for maintaining all “A’s” or all “A’s” and/or “B’s” for the entire school year. Students are also recognized in varying levels for perfect attendance.



As a meaningful compliment to the academic program at the Intermediate School, a variety of extracurricular activities are offered. Students are urged to participate in these worthwhile programs.

#### After School Sports

##### Fall:

Soccer (Co-Ed)  
Field Hockey  
Cross Country (Boys & Girls)

##### Winter:

Basketball (Boys & Girls)  
Wrestling  
Cheerleading

##### Spring:

Baseball  
Softball  
Track (Boys & Girls)

## After School Clubs & Activities

The Ocean City Intermediate school is fortunate to have an Art Club, Band, Chess Club, Chorus/Choir, Cognetics Club, Motion Media Club, Computer Club, Drama, Fellowship of Christian Athletes (FCA), Fishing Club, Garden Club, Motion City Dance Club, National Junior Honor Society Tutoring, Newspaper, OC Life 21, Peanut Butter & Jelly Club, School Newspaper, Student Council, Surf Club, Theater Clubs, Volleyball, Yearbook, and Yoga Club.

Afterschool activity buses (North, South and Sea Isle City) are available most Mondays through Thursdays, departing at 3:20. They do not stop at regular bus stops.

## ENGLISH/LANGUAGE ARTS



Teachers of English/Language Arts (ELA) are focused on helping our students become literate, thoughtful communicators. Besides grammar and the basics of the English language, students will refine specific skills and strategies in writing, reading, listening, speaking, and even viewing as they explore various works and productions. The students will learn to better appreciate literature and language. Writing will be addressed at all grade levels through *Units of Study*. These units are built on best practices, offering cutting edge writing workshops that will help our students meet and exceed rigorous standards. Students will write with increasing complexity, and expand works that are opinionated, argumentative, informational or narrative pieces. Students will develop and refine methods of writing across the disciplines, while learning to synthesize, analyze and critique. Grammar is also a major emphasis at OCIS, reinforced with a new grammar series, as grammar helps the students to understand how words and their component parts combine to form well-structured sentences.

**4<sup>th</sup> Grade** – The *Journeys* Language Arts Series assists our staff in teaching language arts literacy to the students. Journeys is a core reading program designed to meet the diverse needs of all students. It includes the key elements you would expect in reading instruction. There is a strong emphasis on vocabulary instruction in the series that helps students acquire, practice, and apply a rich vocabulary, thereby creating improved readers and writers. Students will also work on story structure, author's purpose, cause and effect, themes, understanding of characters, facts and opinions, comparing and contrasting, and other important parts of this discipline. In addition, the students will work on prefixes, use of a dictionary, subjects and predicates, sentence structure, spelling, verb tenses, verbs and nouns, adjectives and adverbs, and other important grammatical skills. Students will work on becoming stronger writers by working on opinion pieces on topics or texts, supporting a point of view with reasons and information, and narratives that develop real or imagined experiences or events. Through the Units of Study structure students will foster high-level thinking through regular opportunities to synthesize, analyze, and critique writing. Speaking and listening skills are advanced through a range of collaborative discussions with diverse partners.

**5<sup>th</sup> Grade** – Students will learn about text and graphic features, multiple meanings of words, sequence of events, cause and effect, understanding characters, persuasion, conclusions and generalizations, main ideas and details in writing, fact versus opinion, author's purpose, inference, and direct and split quotations. Also, parts of speech, prefixes, suffixes, antonyms, synonyms, dependent and independent clauses, direct and indirect objects, conjunctions, idioms, along with Greek and Latin roots will be covered. Students will work on analogies, using a thesaurus, and using reference sources. Writing will focus on informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will work with guidance and support from staff and peers to develop and strengthen writing by planning more, revising, editing, rewriting or trying a new approach. In addition, the Units of Study structure will help students to build writing independence and fluency. Students' listening and speaking skills will

be developed further by building on others' ideas and expressing their own clearly, enhanced in one-on-one, groups, and teacher-led discussions.

**6th Grade** - Students will learn how to read and write effectively for various purposes. Students will learn how to take compositional risks, vary sentence structure, use and expand vocabulary. Also, the students will learn how to think and respond critically through writing using the Collins Writing Process. Completion of various projects such as, but not limited to, oral reports and poetry presentations, cooperative group work, literature circles, debate, mock trial, book reports, research projects, PowerPoint presentations and multiple leveled writing responses will be part of the yearly work. They will have the opportunity to work with both fiction based and nonfiction based text throughout the course of the year as outlined by the New Jersey Student Learning Standards. Students will have the opportunity to read independently and as a class to meet the skills set forth in the standards. The class will be structured around a literature based program. Students will work on producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. The Units of Study program also allows students to develop and refine strategies for writing across the curriculum. Expanding upon speaking and listening skills, students will focus on following rules for collegial discussions, set specific goals and deadlines, and define individual roles. There will be more attention to understanding multiple perspectives through reflection and paraphrasing.

**7<sup>th</sup> Grade** – The reading focus will be attained through required reading of poetry, class novels and independent reading which align with the New Jersey Student Learning Standards. Students will also participate in literature circles and authentic class discussions while reading fiction and nonfiction texts. The independent reading affords students to self-select books, read them, and complete assigned tasks related to reading. Writing will also be incorporated throughout the year. Students will be responsible for writing pieces that address specific genres and research skills. In addition, the Units of Study Program begins to teach students the importance of writing about the kinds of texts they in the world and writing in response to an audience of readers. Public speaking will also be addressed throughout the

course of the year through the poem, speech or sonnet of the month. In addition, students will work on posing questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Students will also have the opportunity to participate in The Battle of the Books at the end of the year.

**8<sup>th</sup> Grade** – The eighth grade ELA program provides students with opportunities and resources to develop skills aligned with the New Jersey Student Learning Standards. The reading and writing focus will expand upon all of the requirements for the previous ELA classes, including more blending of technology within all aspects of ELA. Literary analysis and elements of literature will be stressed through reading and responding to realistic and historical fiction as well as short stories and dramas. Nonfiction will also be a central focus for the ELA program. The Units of Study Writing Program will be expanded upon, with a focus on argumentative, narrative, and informational essay development as well as providing students with the opportunity to craft research-based position papers, using principled arguments, drawing on evidence, and addressing multiple perspectives. Students will continue working with revising and editing strategies, various forms of assessment, and the New Jersey Holistic Scoring Rubric. Students will analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation. Additionally, students will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence as they continue to develop their speaking and listening skills.

## MATH



**All Mathematical Courses at OCIS are aligned to the New Jersey Student Learning Standards.**

**4<sup>th</sup> Grade** – In Grade 4, the instructional time will focus on three critical areas: developing an understanding and fluency with multi-digit multiplication along with developing an understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fractions equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; budgets; and developing an understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

**5<sup>th</sup> Grade** – In Grade 5, the instructional time will be focused on three critical areas: developing an understanding and fluency with multi-digit addition, subtraction, multiplication, and division and applying their understanding of decimals, decimal notation, and with their knowledge of fractions, developing an understanding of the relationship between them; developing and understanding of fractions equivalence, addition and subtraction of fractions with like and unlike denominators, and developing a relationship between multiplication and division of fractions; understanding the properties of three dimensional geometric figures and their attributes, such as volume.

**6<sup>th</sup> Grade** – In Grade 6, instructional time will focus on four critical areas: connecting ratio and rates to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing an understanding of division of fractions and extending the notion of numbers to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; developing an understanding of statistical thinking; and some aspects of financial literacy.

**7<sup>th</sup> Grade** – In Grade 7, instructional time will focus on five critical areas: (1) developing an understanding of operations with rational numbers; (2) working with expressions and linear equations; (3) developing an understanding of proportional relationships and applying knowledge to solve problems involving scale; (4) working with two- and three-dimensional figures to solve problems involving angles relationships, area, surface area, and volume; and (5) drawing inferences about population based on samples. Financial literacy is also discussed.

*Compact Math* -Instruction time will be spent focusing on six critical areas: (1) developing an understanding of operations with rational numbers; (2) formulating and reasoning with expressions, linear equations, and systems of equations; (3) developing an understanding of proportional relationships and applying knowledge to solve problems involving scale; (4) working with two- and three-dimensional shapes and solving area, surface area, volume, distance, angles, similarity, congruence; and understanding the Pythagorean Theory; (5) drawing inferences about population based on samples by modeling associations in bivariate data and linear equations; and (6) understanding the concept of a function and using functions to describe quantitative relationships. This course leads into Algebra I.

**8<sup>th</sup> Grade Pre-Algebra** – In Pre-Algebra, students will be exploring many of the base concepts that will be used in high school Algebra I, while following the New Jersey State Learning Standards for 8th Grade Mathematics. Instructional time will be focused on three critical areas, two of which fall under the realm of Algebra : formulating and reasoning about expressions and equations, including modeling an association in bivariate data with linear equations, and solving linear equations and systems of linear equations along with grasping the concept of a function and using functions to describe quantitative relationships. Additionally, the program will cover the following concepts in Geometry: analyzing two and three-dimensional spaces and figures using distance, angles, similarity, and congruence, understanding and applying the Pythagorean Theorem. Students in this course will take the NJSLA 8th Grade Math exam.

**8<sup>th</sup> Grade Algebra I** is taught as a high school course. The course will present an approach to algebra as a style of thinking for formalizing patterns, functions, and generalizations. The focus will be on proficiency in recognizing and working effectively with linear and non-linear relationships and their corresponding representations in tables, graphs, and equations. Such proficiency includes competence in solving linear and non-linear equations, generating equivalent expressions, working with polynomials, using formulas, and applying proportionality. The course also includes general statistics and probability. Financial literacy also addressed more in depth. Successful completion of this course will be reflected on the OCHS transcript

and count towards graduation at OCHS. Students in this course will take the NJSLA Algebra 1 exam.

## SCIENCE



**Science courses at OCIS are aligned to the Next Generation and New Jersey Science Standards.**

**4<sup>th</sup> Grade** – Students will focus their studies on the building blocks of life as they examine groups of living things. Students will explore plant classification, characteristics, parts, reproduction and the life cycle. Examination of animal classification and adaption will also occur. Lessons will look at weather effects, weather instruments, air masses, hurricanes, tornadoes, earthquakes, volcanoes and other natural disasters. Students will research how these phenomena effect land forms. Additionally there will be a focus on the water cycle and various Earth cycles. The examination of our planet Earth and the moon is an essential part of the 4<sup>th</sup> grade science curriculum. Students will explore the states of matter, as well as physical and chemical changes. Unlike the 7<sup>th</sup> and 8<sup>th</sup> graders, there is no science “lab”, but students will begin to do more lab type activities than they did at the primary level.

**5<sup>th</sup> Grade** – The curriculum covers the three areas of Life, Earth, and Physical Science. The program will use a scaffolded inquiry approach to engage every student. The unit of Life Science focuses on the importance of interactions and changes in our ecosystems. A great partnership has been developed with the Wetlands Institute to help focus on the local environment, particularly the ocean and wetlands. The Earth Science unit will explore the different forms of water on the Earth. The Physical Science unit introduces the concept of

matter and its properties. The science curriculum in this grade also utilizes activities that build a strong foundation and helps develop critical thinking skills.

**6<sup>th</sup> Grade-** Students in sixth grade will be introduced to seven units of study throughout the school year. Students will begin the year focusing on how animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants. They will also explore how the environment and genetic factors influence the growth of organisms. Students will next expand their knowledge of how changes in available resources impact populations in an ecosystem, as well as, how relationships among organisms impact populations. They will create food chains and food webs to demonstrate the transfer of energy and the cycling of matter among biotic and abiotic parts of an ecosystem. Students will complete a hands-on exploration of how a single change to an ecosystem can disrupt the entire system. Students will then review the water cycle and focus on how the cycling of water is driven by the energy from the sun and the force of gravity. Students will also explore how interactions of air masses result in changes in weather conditions and how factors such as the Coriolis Effect can determine regional climates. Students will explore Astronomy and learn how the patterns of the Earth, Sun, and Moon can be used to explain lunar phases, eclipses of the sun, and seasons. They will also expand their knowledge of the importance of gravity in our solar system. Students will visualize Newton's Three Laws of Motion through various hands-on activities. Lastly, students will investigate force through the interaction of magnets and be able to relate this topic to the gravitational interactions that were discussed in our unit of Astronomy.

**7<sup>th</sup> Grade –** Throughout seventh grade, student will develop their understanding of the scientific method and enhance their ability to formulate research questions, plan and carry out controlled experiments, as well as analyze collected data. In the first quarter of the year students build understandings of how matter behaves at the atomic and molecular

scale. Students will be able to provide a molecular level account of states of matter and changes in state as well as what happens during chemical reactions. In the second quarter of the year, students will learn about the relationships among forms of energy and participate in engineering projects that make use of their knowledge of thermal energy. In the third quarter, students are exposed to everyday applications of the electromagnetic spectrum and learn about the energy budget of the Earth and possible causes of climate change. In the fourth quarter, students learn about the structure and function of cells in living organisms and expand that knowledge to understanding how body systems work in organisms. Students will use both science and engineering practices to demonstrate understanding of the core ideas covered in each marking period.

**8<sup>th</sup> Grade** – Throughout eighth grade, students will develop their understanding of the scientific method and enhance their ability to formulate research questions, plan and carry out controlled experiments, as well as analyze collected data. In the first quarter of the year students build understandings of how matter behaves at the atomic and molecular scale. Students will be able to provide a molecular level account of states of matter and changes in state as well as what happens during chemical reactions. In the second quarter of the year, students will learn about the relationships among forms of energy and participate in engineering projects that make use of their knowledge of thermal energy. In the third quarter, students are exposed to everyday applications of the electromagnetic spectrum and learn about the energy budget of the Earth and possible causes of climate change. In the fourth quarter, students learn about the structure and function of cells in living organisms and expand that knowledge to understanding how body systems work in organisms. Students will use both science and engineering practices to demonstrate understanding of the core ideas covered in each marking period.

**8<sup>th</sup> Grade Algebra Based Physics**- Students will learn the basic principles of forces, motion, and energy upon which all the other science content can be built. The course is comprised of Mechanics, Electricity and Magnetism. The order of the topics has been geared to use and reinforce the mathematics that the students are studying. For this reason, this first year course is geared towards reinforcing skills in Algebra.

## SOCIAL STUDIES



**4<sup>th</sup> Grade** – Students will learn about major events in the history of Ocean City and New Jersey. The culture of the Lenni Lenape Indians is covered. Students will research the importance of the Atlantic Ocean along with various locations and regions in New Jersey. Political and physical features of our area will be examined, as well as the importance of New Jersey's farmland, natural wildlife, and habitats. Students will examine the effects of climate on our state. Students will also learn about important explorers to our area, how and why New Jersey was divided into two parts, the control of the English in the colony, farming in colonial life, the Loyalists vs. the Patriots, the groundwork of our nation and the creation of the Constitution. Students will expand upon their writing and map skills during the year.

**5<sup>th</sup> Grade** – Students will examine geographic terminology, relationships between geographic features and the societies, religion's impact on life, and other cultural aspects as the colonies expanded. The students will discuss the dilemmas our nation faced regarding the institution of slavery. Research and writing will be done on British actions and the colonists' reactions during

colonial times, the development of the Second Continental Congress, the effect on citizen's rights, the Bill of Rights and impending amendments, the Great Compromise, and the development and expansion of the three branches of the Federal Government.

**6<sup>th</sup> Grade** – Students will learn and define what geography is, determine absolute and relative location, work with Cardinal and intermediate directions, apply the concepts of latitude and longitude, and learn to read a map legend with more details. Students will then identify the difference between political and physical geography and examine landforms, vegetation, climates and population trends and density around the world. They will also learn about how all of this affects the economic activities across the world, including but not limited to pollution. Students will expand their understanding of human/environmental interaction and how it can destroy ecosystems, including land usage, migration patterns, and land use conflicts. Students will research and write about National Parks, applying their knowledge of maps, flora and fauna, etc.

**7<sup>th</sup> Grade** – This class will cover the causes of the American Revolution and various events that followed, such as the New Jersey Plan versus the Virginia Plan, the perspectives of the north versus the south, and the 3/5 Compromise. Students will research the formation of a democracy and checks and balances and this differs from a monarchy, dictatorship or a government base on communism or socialism. Students will also learn about and research the election process and Electoral College and complete an election candidate project. Research will be done on the roles of the three branches of our government and participate in a real life court case simulation. The Bill of Rights and the need for amendments as the new nation grew will be analyzed. Levels of government from the Federal to the local level will be discussed, including recognizing the differences between each level and how they operate and what roles

various individuals have. Lastly, student will examine the evolution of varying economic systems and their function in society.

**8<sup>th</sup> Grade** – Students will examine the roles of archeologists, historians, and geographers and how they have contributed to the discipline. Studies will also focus on hominids, the Paleolithic and Neolithic societies, and all major civilizations. Students will define and describe the characteristics of a civilization and identify the important environmental factors that allowed for the first civilizations to be established. Students will engage in projects centered on what a civilization is and what one needs to exist. Students will draw conclusions and explain how the Athenian democracy and Roman Republic impacted the U.S. Constitution. Students will also examine feudalism and identify what led to it and how it fell. Lastly, there is a strong emphasis daily on current events. Students provide written opinions on issues that include world affairs, national affairs, technology, health and human interests.

## FINE ARTS/SPECIALS AREA



The Fine Arts & Special Areas consist of art, band, music, family & consumer sciences, wood shop, design & technology, library, digital video and audio production, computer science, physical education and health. Our focus is preparing a child with life skills and cultural experiences normally not found in a regular classroom setting. With the support of the community, our children receive lessons that can be applied to real life and career situations in all fine arts and specials areas. Community art shows, musical performances accompanied by local musicians, visits by architects, engineers, writers and other area professionals, all help to enhance our programs. Safety programs presented by area police, firemen and other local organizations, in conjunction with many of our classroom activities, such as " Bike to School Week", help keep our students safe in our community. We are able to give all of our children real life experiences, such as construction of scaled bridges and homes, assembling guitars, ways to make healthy life choices and even the creation of Public Service Announcements.

## ART



**4<sup>th</sup> Grade** – Art class at this grade level will include tempera painting, clay sculpture, black and white value scale and an oil pastel self-portrait. Throughout these lessons, the students' skill level is analyzed and they are challenged to improve on what they have already learned. They are encouraged to be more observant and interpret what they see. Problem solving is incorporated into all lessons, as well as, organization, following directions and participation.

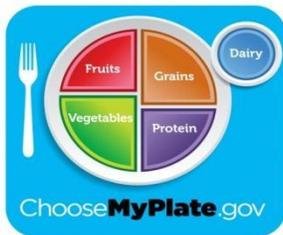
They are introduced to the art of artists such as Edward Hopper as well as learning about the value scale, contrast and mixing of colors.

**5<sup>th</sup> Grade** – Art at this level will include a watercolor painting, a clay pinch pot, a mosaic made with tiles, and a tessellation drawing. Throughout these lessons, the students' skill level is analyzed and they are challenged to improve on what they already have already learned. They are encouraged to be more observant and interpret what they see. Problem solving is incorporated into all lessons, as well as, organization, following directions and participation. Students are introduced to the ancient arts of pottery and mosaic design. They will also learn about the art of M.C. Escher and how math and art are synthesized to create tessellations.

**6<sup>th</sup> Grade** – Art classes at this level will begin their study on the potter's wheel making bowls along with a handmade slab mug; in addition to these new endeavors sixth graders will also observe the art of Bridget Riley and create their own Op Art. Finally, in accordance with our sustainability initiative students will use recycled materials to create 3-D medieval castles. Throughout these lessons, the students' skill level is analyzed and they are challenged to improve on what they have already learned. They are encouraged to be more observant and interpret what they see. Problem solving is incorporated into all lessons, as well as, organization, following directions and participation.

**7<sup>th</sup> Grade** – Students will delve into coil pot vase making, oil pastel still life drawings and a larger mosaic made of cut glass and tiles, in 7th grade. Throughout these lessons, the students' skill level will be analyzed and they will be challenged to improve on what they already have learned. Students will be encouraged to be more observant and interpret what they see. Problem solving is incorporated into all lessons, as well as, organization, following directions and participation. They are introduced to the art of Vincent Van Gogh, as well as the ancient art of mosaic making.

**8<sup>th</sup> Grade** – Students in this grade level art classes will partake in a more independent study approach. Students are presented with five possible lessons. Students must choose three projects to be completed by the end of the marking period. Lessons include hand painted furniture, decoupage, mosaics, faux painted stained glass, potter’s wheel, stone sculptures, wood carving and reliefs, acrylic and watercolor paintings and more. They may also participate in the construction of the class mosaic surfboard. Throughout these lessons, the students’ skill level is analyzed and they are challenged to improve on what they already have learned. They are encouraged to be more observant and interpret what they see. Problem solving and personal responsibility are incorporated into all lessons, as well as, organization, following directions and participation. Students are responsible for finishing the three projects on time and to the best of their ability and in an original manner.



## FAMILY AND CONSUMER SCIENCES



**4<sup>th</sup> Grade Foods** –Students will begin their study of “Foods and Nutrition”. The heart of the curriculum is “MyPlate” and its use as a guide to healthy eating. Students will utilize positive work habits and reinforce skills such as reading and following directions when preparing nutritious foods. Class will focus on food safety and sanitation, proper measuring, reading a recipe, food product labels, manners, function of ingredients, setting a table, identification and handling of equipment and recipe abbreviations. The foods prepared will be selected from each of the five food groups based on “MyPlate”. Students will have the opportunity to prepare nutritious snacks, breakfasts and lunches.

**5<sup>th</sup> Grade Sewing** – Student will begin their journey in the “Clothing and Textiles” area. Students will become proficient with their hand sewing techniques by completing the basting, running, backstitch and overcast stitch. Students will learn how to cut fabric properly, sew on a button and laundry care. Once they have mastered these skills, they will use their creative

talents to design an “ABC Letter Pillow” with buttons. In addition, sewing equipment, safety and measuring will be discussed.

**6<sup>th</sup> Grade Foods** – Students will continue their exploration of “Foods and Nutrition”. At this grade level, there is an emphasis on working efficiently in the kitchen. Key concepts presented in 4<sup>th</sup> grade will be reviewed and “MyPlate” will be emphasized. Eating patterns, serving sizes, the nutrition food label, advertising, unit pricing, the six nutrients, menu planning and the correlation between foods and diseases will be discussed. Students will have the opportunity to prepare healthy snacks, breakfasts, lunches, dinners, soups, smoothies and quickbreads.

**7<sup>th</sup> Grade Sewing** – Students will continue their journey in “Clothing and Textiles” and refresh their skills in hand sewing. Safety, sewing tools, and measuring will be the focus of initial discussions. Planning a wardrobe, basic sewing terms, pattern symbols and pattern layout are topics that will be presented during the course. Students will become proficient in the use of the sewing machine and use their artistic talents to design their own “Photo Star Pillow”.

## HEALTH



**4<sup>th</sup> Grade**– Students will begin the marking period learning about the health triangle. They will learn that overall wellness is a balance between physical, social, and mental/emotional aspects of health, along with the importance of making good, healthy decisions. Dental health will be taught at this grade level, with a focus on the functions of the teeth, anatomy, how to care for

them. Students will also learn about disease prevention, hygiene, personal safety, and basic first aid. This course teaches about how communicable and non-communicable disease develop. Students will gain a more complex understanding of how the immune system works in healthy and unhealthy people. The students examine how choosing positive personal health behaviors can help minimize their risk of acquiring a preventable disease.

**5<sup>th</sup> Grade** – The circulatory, respiratory, and digestive system will be taught at this grade level. Students will learn the function, anatomy, and how to care for each of these body systems. Additionally, students will learn about the importance of developing healthy friendship/relationship. We will explore how communication, conflict resolutions, and other strategies can help foster healthy relationships. Lastly, students learn about personal safety and abuse. During this unit students will learn about the various forms of abuse and neglect and how it can often have lasting impact on victims. Student will be empowered to stand up for themselves (or a friend) and get help, support, and treatment.

**6<sup>th</sup> Grade** – Over the counter and prescription drug awareness will be a major component of this class. Students will realize that most of the time medications are used to treat, prevent, or cure an illness. However, sometimes people use medicine in ways that can hurt their health. We will learn how to read medicine labels and how to take medicines safely and correctly. Resisting peer pressure and making proper, healthy decisions will be discussed. Students will also learn about puberty and personal hygiene. We will discuss that puberty is a normal part of growing up and how their bodies will change both physically and emotionally. Lastly, the muscular and skeletal systems will be taught. Here, students will learn the function, anatomy, and prevention of injuries to these body systems.

**7<sup>th</sup> Grade** – Students will dig deeper into the effects of tobacco abuse and research laws passed to reduce usage and exposure to children. We will discuss how tobacco use can lead to respiratory diseases and illness. Students will learn about electronic cigarettes, secondhand smoking, smoking while pregnant, and treatment options for quitting. Metal

health and wellness is the main focus in 7th grade health. Student are introduced to a wide range of mental and mood disorders, suicide prevention, stress/coping strategies, body image and eating disorders, and healthy decision making. Discussions will take place on controllable and uncontrollable health factors. Depression and suicide prevention will be covered. Student is receive instruction on some of the warning signs that may indicate that someone they know is have a difficult time emotionally and how to help. Activities are designed to help students seek out appropriate and trustworthy resources to help them deal with emotional concerns they may encounter.

**8<sup>th</sup> Grade** –Illegal/street drugs and drug classifications will be taught in greater depth. Students will learn the effects that drugs and alcohol have on the family and in relationships. This unit is designed to help students make clear and educated decisions regarding the use of drugs and alcohol. First we explore some of the reasons individuals' use or misuse alcohol/drugs. Next, they learn short and long term affects of drug use and personal reasons why they would like to remain drug free. Lastly, there will be a unit on the characteristics of a healthy and unhealthy relationship and choices. We will look at various types of relationships and how families help to shape values and attitudes. Topics such as dating, dating violence, date rape, and sexual harassment are all taught at this grade level.

## **Instrumental Music**



**4<sup>th</sup> Grade** – Students will begin their study of instrumental music with the Essential Elements Book 1. Students will learn about inventors, the instrument family, uses of instruments, ensembles, and compositions. Students will learn proper posture, breathing, tone production, instrument care, and other important skills in playing instruments. Students will then learn how to read and play music containing the first 8 notes on their specific instrument, quarter

notes/rests, half notes/rests, whole notes/rest, and eighth notes as well as delineate between piano, forte, mezzo forte, andante, allegro, and moderato. Students will also play in 4/4 time and 2/4 time. These students will culminate their learning by performing in a concert at the end of the year.

**5<sup>th</sup> Grade** – Students will continue their study from the Essential Elements Book1. Students will continue their 4<sup>th</sup> grade lessons and expand their knowledge of rhythm to single eighth notes and rests. These students will expand their time signature knowledge to  $\frac{3}{4}$  time and common time and learn to navigate exercises using different forms of repeats and multiple measure rests. Students will also play correctly exercises with accents, largo, ties, slurs, and expand their dynamic usage to crescendos and decrescendos. Lastly, these students will be studying various composers associated with pieces they will be performing. The 5<sup>th</sup> grade students will also culminate their learning with a concert at the end of the year. Some 5<sup>th</sup> grade students will have the opportunity to play in the holiday concert and perform with the concert band.

**6<sup>th</sup> Grade**- Students will begin studying out of the Essential Elements Book 2. They will begin playing rhythms using syncopation, rhythms that include sixteenth notes and rhythms that combine sixteenth notes and eighth notes. They will also begin to study triplet rhythms. Music theory knowledge will expand to key changes, cut time and various new key signatures. These students will continue to learn about different composers associated with their pieces of music and play and recognize different styles of music. Students will also play and understand staccato, tenuto, mezzo piano, STARS (sight-reading), rallentando, and chromatic scale. 6<sup>th</sup> grade students are required to complete scale tests and written tests throughout the year and culminate their learning with two performances, a winter and spring concert. They have the opportunity to audition for jazz band.

**7<sup>th</sup> Grade**-Students will continue to work in the Essential Elements Book 2. Their rhythm knowledge and performance will expand to combined quarter note and sixteenth note passages as well as more difficult syncopated rhythms. They will understand and hear the difference between major and minor keys and scales as well as blues improvisation. Students will continue to play and study different styles of music and learn more scales, accelerando, andantino, D.S. al Coda, and alternate fingerings. These students will begin to study individual solo pieces. 7<sup>th</sup> grades students are also tested on scales and given written exams. They also culminate their learning with 2 concerts each year. They also have the opportunity to audition for jazz band.

**8<sup>th</sup> Grade**-Students will continue their study with solos, duets, trios, and quartets. These students begin to understand what it means to play musically and understand what feelings and ideas composers are trying to convey to performers and audiences. They also research composers of their compositions and the style of their compositions. Students try to convey their own feelings while playing and start to understand what it truly means to be a musician. 8<sup>th</sup> grade students are given scale tests as well as written exams and culminate their learning with 2 concerts as well. They also have the opportunity to audition for jazz band.

## MUSIC



**4<sup>th</sup> Grade General Music** – 4<sup>th</sup> grade students will explore and follow along to a written music score and listening map. The students will identify simple rhythmic patterns of various notes. They will learn about different sounds of musical instruments and voices and recognize the aural and visual examples of volume in music. Students will be introduced to the familiar melodies in Western Classical, Folk songs, Pop songs, and World music. Scales, rhythmic patterns, melodic patterns, motifs, and harmonies will be discussed. Lastly, students will be able to explain how music is effected by the historical and social implications of culture.

**5<sup>th</sup> Grade General Music** – 5<sup>th</sup> grade students will expand upon what they learned in 4<sup>th</sup> grade. They will begin to demonstrate new rhythmic patterns and perform time and key signatures. Students will examine musical examples from various world cultures and historical periods. Students will be able to discuss important musicians and composers from around the world and the impact of their contributions. Written music scores will be used to learn how to read and sing. Students will read and perform on the recorder. Students will demonstrate their ability to sing melody, harmony and in parts.

**6<sup>th</sup> Grade General Music** – 6<sup>th</sup> grade students will learn to recognize the similarities and differences in various music from various cultures. Students will identify technology

innovations in music. They will chart past and contemporary works of music that represent important ideas, issues, and events in history, along with the social, historical, and political impact that musicians have on culture. Students will perform independently and in groups various music styles and demonstrate and understand expressive qualities that represent various musical selections. Additionally, the students will discuss how music makes us feel and why and identify different techniques that composers use to elicit a response.

**7<sup>th</sup> Grade General Music** – 7<sup>th</sup> grade students will create lyrics for a 12-bar blues song using lyrical form. Students will delve deeper into past and contemporary works of music that represent important ideas, issues, and events in history. Students will read and perform on classroom guitars from written music scores. They will also learn to recognize that music can be created for a purpose and how it reflects historical and political growth. Lastly, students will identify how music evolves from what has come before and chart the music history of North American popular music.

**8<sup>th</sup> Grade General Music** – 8<sup>th</sup> grade students will improve upon their guitar skills. They will understand that music represents values and belief systems that change from culture to culture. The students will identify specific themes and ideas in selected musical examples. They will analyze form and function of music and compare different styles of music. Students will interpret symbolism and metaphors embedded in works of music. Lastly, students will differentiate among basic formal structures and technical proficiency of artists in their musical works. Additionally, 8th grade students will prepare and present a 20-minute music concert as part of a community service project. Utilizing learned information on the guitar, they will review traditional music notation, be introduced to tablature (TAB) and chord charts and strum patterns. Additionally, they will discover how to use technology to tune instruments, locate music tutorials, and other necessary information to become self-taught armature music makers. Combining all their learned information, the students, as a class will: choose a local community agency to perform; create a song list of music appropriate for the venue; organize

and run rehearsals; write a script for the announcer to read; identify equipment necessary for the concert; perform for the event; and type a written reflection of the project. Music selections for the concert are not limited to the guitar or instrumental music.

## MEDIA



**4<sup>th</sup> Grade Library Class** - All 4<sup>th</sup> grade students will have library class. Throughout the class, students will learn about all of the print and online recreational and research resources that are available through the OCIS Library. Students will also complete a brief unit on website credibility. The class is very interactive and incorporates a great deal of student collaboration.

**5<sup>th</sup> Grade Digital Audio/Video Production** – All 5<sup>th</sup> grade students are enrolled. Throughout the marking period, students will learn to create digital media projects that incorporate digital video, digital audio and digital photographs to share their knowledge of the world around them. Stop-motion animation will be the vehicle used to teach the techniques of weaving a story using Apple’s creative suite of software that includes: iPhoto, iMovie and GarageBand.

**8<sup>th</sup> Grade Digital Video Production Class** – 8<sup>th</sup> Grade students will learn about Digital Video Production and iMac Lab research. Students will learn techniques for planning, storyboarding, composing, shooting and editing a digital video production. Students will also investigate how pervasive video is in our culture and economy and how having a deep knowledge of video production techniques will give them an advantage in the job place in the years to come. Student interviews and Public Service Announcements are major projects for this class.

*7<sup>th</sup> and 8<sup>th</sup> Battle of the Books* - This is a reading incentive program designed to encourage students to read quality literature. It is based on the 1930’s radio show titled “Battle of the Books.” This program is the collaboration of the media specialist and 7<sup>th</sup> and 8<sup>th</sup> grade ELA teachers. High quality books (nine to ten) that would appeal to a diverse group of students are utilized. Students work in teacher-made teams to read all of the books on their grade level list.

At the end of the year, there are a few grade-level rounds of Battle Competitions and our P.T.A. generously donates gift cards for the top 10 student winners in each grade level.

## PHYSICAL EDUCATION



**4<sup>th</sup> and 5<sup>th</sup> Grade** - Students will begin to develop an understanding of fitness concepts, fundamental motor skills, and social skills to help prepare them for a lifetime of physical activity. Students will refine the basic locomotor/non-locomotor patterns and manipulative skills developed in the elementary grades through a variety of skill-themed units. Team-building and problem solving is also stressed through the use of cooperative-learning activities. Physical fitness is a central theme in Physical Education emphasized throughout the year through weekly instruction, cross-training and other fitness-based activities. Within this theme of instruction, students are introduced to health and skill-related fitness components, functional movements, and personal fitness. Students also have opportunities to participate in monthly challenges spanning a broad range of fitness components. Make-up time is available for students.

**6-8<sup>th</sup> Grade** - Building upon previously learned concepts, students will apply skills and knowledge in a variety of challenging and fun sport, cooperative, and fitness activities that maximize participation and minimize inactivity. Utilizing the Sport Education Model, students will participate in various sport "seasons" while assuming responsibilities as members of teams. Physical fitness remains a central theme in Physical Education addressed through weekly

instruction, cross-training and other fitness-based activities. Students at this grade level begin to monitor and assess their level of fitness, functional movement and progress toward personal fitness goals. Students in 6<sup>th</sup> grade Physical Education utilize the Ocean City Aquatic Center for swimming and other aquatic-based activities. Students also have opportunities to participate in monthly challenges spanning a broad range of fitness components and to make-up missed time.

## WOOD SHOP



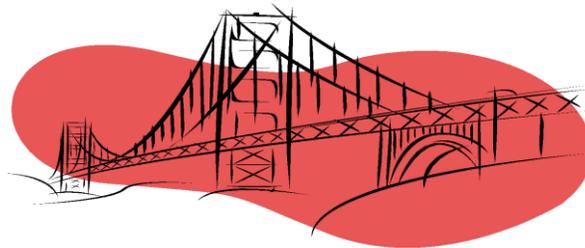
**6<sup>th</sup> Grade** - Students in sixth grade woodworking will examine the processes used in the production of a manufactured wood product. The emphasis is based on shop safety, use of hand tools, designing a pattern, and the creation of a finished product. Students will develop an understanding of various wood products and proper use of each. They will be encouraged to develop good work ethics and reach high expectations so that they may take pride in their work.

**7<sup>th</sup> Grade** - Students in seventh grade woodworking will continue to study the field of woodworking technology. Students will continue to examine the processes used in production of a manufactured wood product. Students will apply mathematics, science, art, and communication skills to study design and construct wood products. Work based learning strategies will enhance skills essential for students interested in technical and engineering career fields.

**8<sup>th</sup> Grade** - Students in eighth grade woodworking will build upon the skills acquired in the 6<sup>th</sup> and 7<sup>th</sup> grade programs, gaining additional skills and advanced knowledge utilized in the construction of more complex projects. The students will incorporate the use of power tools to safely complete take-home projects. Emphasis will be placed on the process, craftsmanship,

and technique in order to develop skills that will be essential in technical and woodworking career fields.

## ARCHITECTURAL DESIGN & TECHNOLOGY



**4<sup>th</sup> Grade** – This is an *Introduction to Technology* course, designed to introduce the students to the world of engineering and architecture. The course is designed to spark an early interest in our students, which will carry forward through the eighth grade beyond.

**5<sup>th</sup> Grade**- Students will be learning skills required for the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade programs. The intent of the introduction course is to build interest in the fields of *technical drawing* and various *engineering* fields. Drawing techniques, critical thinking and math skills are stressed.

**6<sup>th</sup> Grade** – Students will study *architectural design*. Utilizing drafting skills and incorporating math concepts, students will design a ¼" floor plan of a house. Student will review: plot plans, floor plans and elevation plans in the process. As a follow up, students will then produce a CAD drawing on the computer as well as a 3D model of their house.

**7<sup>th</sup> Grade** – Students will continue their mastery of drafting equipment while participating in a *civil engineering* unit. Students learn job skills, supply and demand, pricing, consumer legislation, and the bidding process. Ultimately, they will design a truss bridge which will be tested for efficiency and strength.

**8<sup>th</sup> Grade** – This course is centered on *applied engineering*. Students will become familiar with the major areas of study within the engineering field. Students will implement the use of drafting tools as well as work with CAD and CNC programs to assist in the production of their projects. They will explore mechanisms, simple machines, graphic design, and materials. This

course, as well as the previous courses, acts as a feeder program for our high school engineering program.

## SPANISH



**4<sup>th</sup> grade** - Students will learn how to greet and introduce others and respond. Students will learn how to ask others how they are feeling and respond with a variety of feelings. Students learn the Spanish alphabet and proper pronunciation of letters and words. Key words and concepts at this grade level include days of the week, months of the year, numbers 1 to 31, weather terms, and the birthday unit. Students learn to identify body parts.

**5<sup>th</sup> grade** - Students will expand upon their fourth grade concepts and learn to name classroom objects and respond to classroom commands with Total Physical Response. In the family unit, students identify and describe family members. They learn to describe rooms, furniture, and household items in their homes. Students learn about different clothing. They learn about food, transportation, and terrain in the picnic unit.

**6<sup>th</sup> grade** - Students will recall and exchange personal greetings. They will learn how to say where people are from and describe someone. Students will also begin to use subject pronouns and verbs. Number identification will expand as students learn how to say the time. Students will apply punctuation. Students begin to conjugate verbs and express their personal interests with description. Students will learn to express things that they like and dislike.

**7<sup>th</sup> grade** - Students will learn to identify school, sports, and other extracurricular activities that they like and want to do. They will talk about everyday activities saying where they go and how often. Students will describe their school schedule talking about classes and school supplies. They will talk about their weekly plans and learn to invite others to school events and places. Students will describe people and family relationships. They will talk about where people live and identify household responsibilities.

**8<sup>th</sup> grade** - Students will learn to identify and comment on food, order in a restaurant and discuss meals. They will offer help and give instructions in the kitchen. Students will learn to talk about their daily routine and staying fit and healthy. They identify body parts and talk about how they feel and give advice to others to maintain a healthy lifestyle. Students identify and discuss clothing. They will offer and ask for help in a retail setting. Students will express where they went and what they did. Students learn to talk on the phone.

## COMPUTERS



**4<sup>th</sup> and 5<sup>th</sup> Grades** – Students in the 4<sup>th</sup> will further enhance the skills learned at the Primary School, and 5<sup>th</sup> grade computer science classes will continue the progression of skills already learned. Students will expand upon their knowledge of technology and engineering and continue to develop their innovation, problem solving, collaboration, and critical thinking skills helping them become digital citizens of the 21<sup>st</sup> Century. Internet safety and the dangers of social media will be discussed. Students will work hands-on to solve real-world problems using various types of technology. They will be exploring technology topics and applications such as robotics, STEAM, Google Suite, cyber safety, computer coding, web 2.0 tools, and much more!

**7th and 8th Grade** – Students in grades 7 and 8 will be working in a supportive, teacher-led, small classroom environment using courses facilitated by the online school, The Virtual High School. VHS courses are asynchronous, so students do not have to log into the course at specific times at home. Instead, students will follow a weekly schedule in class. Students will work independently and will be responsible for completing their work by the designated due dates. The benefit to taking an online class in a classroom setting is that students are able to work with their teacher in class if they have any questions or need assistance. These courses are intended to serve as an introduction to online courses that will prepare students for coursework at Ocean City High School and beyond.

