

# Ambridge Area Middle School



## Course of Studies Book 2025- 2026

# AMBRIDGE AREA MIDDLE SCHOOL

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## AMBRIDGE AREA MIDDLE SCHOOL

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# GENERAL INFORMATION

## GRADING SYSTEM

<i>Letter Grade</i>	<i>Percentage</i>	<i>Quality Points</i>
A	90% – to – 100%	4.0
B	80% – to – 89%	3.0
C	70% – to – 79%	2.0
D	60% – to – 69%	1.0
E	0 – to – 59 %	0.0

*Grades in most classes will be calculated by percentage and reflected as such on the report card.*

**The following chart provides basic information on the Ambridge Area Middle School’s annually administered state exams.**

<b>GRADE LEVEL</b>	<b>TEST</b>	<b>PURPOSE</b>
6 <sup>th</sup> Grade	PSSA Mathematics PSSA English Language Arts	Assess student growth Plan Instruction Required State Assessment
7 <sup>th</sup> Grade	PSSA Mathematics PSSA English Language Arts Algebra Keystone	Assess student growth Plan Instruction Required State Assessment
8 <sup>th</sup> Grade	PSSA Mathematics PSSA English Language Arts PSSA Science Algebra Keystone	Assess student growth Plan Instruction Required State Assessment

## 2025-2026 Sixth Grade Courses

### READING

#### Reading 6 (36 Weeks)

Reading 6 is designed to meet the needs of those students who are reading at grade level. Instruction in this course fosters growth in a student's ability to analyze and make connections with both fiction and non-fiction texts. The goals of this course are to increase comprehension skills, vocabulary development, and text fluency, as well as make the student an organized, independent reader and learner. Reading skills are developed through the use of context clues, main ideas, details, inferences, foreshadowing, and reader's prior knowledge of material. Literary techniques and story elements are discussed with each selection.

### ENGLISH

#### English 6 (36 Weeks)

English 6 is a course designed to enable students to gain essential skills to master several modes of writing including expository and narrative. Students will study grammar and mechanics while working toward improving their vocabulary leading to enhanced writing skills. Also, writing in various sentence structures will be emphasized in order to construct well-developed paragraphs and basic essays. The novel is explored through adolescent literature.

### MATHEMATICS

#### Math 6 (36 Weeks)

This course is designed for all 6<sup>th</sup> grade average math students. Topics covered are as follows: numbers, number operations, proportionality: ratios and rates, equivalent expressions, equations and inequalities, relationships in geometry, and measurement and data. Students who complete this course successfully will advance to Math 7 the following academic year.

### SCIENCE

#### Science 6 (36 Weeks)

Science 6 serves as a course that integrates principles of Earth and Space science to teach critical thinking skills through labs and other problem-solving activities. Topics covered include the scientific method, properties of minerals, classes of rocks, fossils, tectonic plates, Earth's energy resources, fossil fuels, renewable energy sources, solar system and beyond, weather, climate, and atmospheric processes.

### SOCIAL STUDIES

#### Social Studies 6 (36 Weeks)

Social Studies 6 serves as an integrated course that examines both historical time periods as well as world geography. These topics allow for the examination of non-fiction text for the purpose of making connections of text-based evidence within and between texts. Several ancient civilizations will be examined for the purpose of promoting critical thinking skills through the analysis of discussed material.

## SIXTH GRADE ADVANCED COURSES

Successful advanced class applicants will be determined by the following prerequisite criteria:

- Previous year's cumulative grade point average in the given subject (85% or better if advanced, 90% or better if regular)
- Teacher recommendations for given subject

**Note: Prerequisites, approval and signature required prior to enrolling in any Advanced Course. Advanced class size is limited due to the number of seats, classes and instructors. Gifted students do not automatically qualify for all advanced classes.**

### Advanced Reading 6 (36 Weeks)

Advanced Reading 6 is a course designed to challenge those students who have excelled in language arts and have demonstrated a willingness to aspire to higher academic standards. Advanced Reading 6 is a literature-based course that is aligned to English Language Arts PA Core Standards. Instruction in this course is meant to foster growth in a student's ability to analyze and make connections of text, based on text evidence within and between texts. Also, reading, responding to, and understanding pieces of literature and the demonstration of advanced comprehension skills expressed in different forms of writing are an essential skills developed throughout this course.

### Advanced English 6 (36 Weeks)

Advanced English 6 is a course designed to challenge those students who have excelled in language arts and who have demonstrated a willingness to aspire to higher academic standards. Critical thinking and memorization are integral to this course. Students will study advanced grammar and mechanics while working toward improving their vocabulary leading to enhanced writing skills. Also, writing in various sentence structures will be required in order to construct well-developed paragraphs and compositions. Various modes of writing will be explored.

### Advanced Math 6 (36 Weeks)

PREREQUISITE(S): PROFICIENT or ADVANCED PSSA SCORES / TEACHER RECOMMENDATION/ 80% or HIGHER AVERAGE for MATH 5

This course is designed for students who are advanced in mathematics. This course in combination with Advanced Math 7 will prepare students to take Algebra I in 8<sup>th</sup> grade. Topics covered include numbers, number operations, proportionality: ratios and rates, equivalent expressions, equations & inequalities, relationships in geometry, measurement and data, the number system, and ratios and proportional relationships. Students who complete this course successfully with teacher recommendation will take Advanced Math 7 in 7<sup>th</sup> grade.

### Advanced Science 6 (36 weeks)

PREREQUISITE(S): PROFICIENT or ADVANCED PSSA SCORES / TEACHER RECOMMENDATION/ 85% or HIGHER AVERAGE for SCIENCE 5

The Advanced Science 6 course curriculum will present advanced topics using higher order thinking skills using a similar course sequence as Science 6. This course will develop the students' ability to use problem solving, critical thinking and data analysis skills. The students will use these skills to master and appreciate the world around them by learning about Earth Science. The course is designed to challenge students and enrich them through the use of presentations, demonstrations and labs. Topics covered include scientific method, properties of minerals, classes of rocks, fossils, tectonic plates, Earth's energy resources, fossil fuels, renewable energy sources, solar system and beyond, weather, climate, atmospheric processes, composition of matter, physical/chemical changes.

### Advanced Social Studies (36 weeks)

PREREQUISITE(S): TEACHER RECOMMENDATION/ 80% or HIGHER AVERAGE for SOCIAL STUDIES 5

This advanced course will focus on ancient civilizations. Early Man, Mesopotamia, Egypt, Greece, Rome, and the Middle Ages will be explored using Houghton Mifflin Harcourt's World Civilization's curriculum and its online components. The content areas of geography, government, and economics will be integrated into this historical study. Topics that appear in the news, especially those related to archaeological findings will be discussed as they present themselves. Student engagement and participation in class is vital in this advanced course. Many of these class discussions will be

student-driven. Individual and group presentations of factual based research information will also be used so that students can learn from their peers as well as the teacher.

#### Accelerated Math 7 (Grade 6) (36 Weeks)

PREREQUISITE(S): ADVANCED PSSA SCORES/ TEACHER RECOMMENDATION/PLACEMENT TEST/ 85% or HIGHER AVERAGE for MATH 5

This course is designed for highly advanced mathematics students. Accelerated Math 7 (Grade 6) serves as the entry course for the curriculum silo (course sequence) that leads to AP Calculus BC (The equivalent of College Calculus 2) in high school. Students will be required to successfully complete the 6<sup>th</sup> grade math course in the Go Math online textbook over the summer in addition to qualifying with the prerequisites. Topics covered include number operations, expressions, equations and inequalities, geometry, statistics, probability, real numbers, exponents and scientific notation, proportional and non-proportional, relationships and functions, solving equations and systems of equations, transformational geometry, and measurement geometry. Accelerated Math 7 (Grade 6) students will be required to participate in the *MathCounts* program and local competition. Students who complete this course successfully with the teacher's recommendation will take Algebra I in 7<sup>th</sup> grade.

## **6<sup>th</sup> GRADE EXPLORATORY**

#### ART 6 (9 Weeks)

This course emphasizes the development of basic skills and techniques. Units in drawing, sculpture, color theory, color and design, and art history enrich each student's experience. Both two-and three-dimensional projects will be undertaken in this quarter course.

#### Computer Science Discoveries I (9 Weeks)

The first 9-weeks of CS Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. This course will also follow a design process to learn how to empathize with and prototype an app for a target audience. Students will also develop a web page.

#### Exploring Computer Applications (9 Weeks)

The course will introduce and improve the skills needed to produce quality word documents, functional spreadsheets, and creative presentations. The students will be instructed on how to use Microsoft Word, PowerPoint, and Excel by creating productive projects while still improving keyboarding skills. Students will also become proficient in using the applications in Office 365 as well as retrieving and submitting assignments in various formats through Schoology.

#### Family and Consumer Science 6 (9 Weeks)

This course will introduce Family and Consumer Sciences to Middle School Students. Students will take part in hands-on activities designed to help them develop an understanding of nutrition, basic food preparations and leadership skills. Throughout the course, students learn the importance of teamwork, communication, food preparation and nutrition through their work in the food lab. They will focus on basics relating to nutrition, measuring, equipment and tools, safety, and sanitation, as well as basic foods preparation.

#### Health 6 (9 Weeks)

The 6<sup>th</sup> grade Health curriculum is designed to help educate and lead students to better overall lifestyle choices. Topics introduced pertain to life skills that students will be able to utilize on a daily basis. Students will learn about a variety of harmful substances that they may begin to encounter in various social settings. Social health will be an integral part of the curriculum where students will learn about media/peer influence, cyber safety, bullying, and communication skills. Students will be educated in hygiene, violence prevention, healthy food choices, basic first aid and human growth and development. Developing and maintaining positive relationships will be included to help students appropriately deal with home, school, and peer relationships.

### Music 6 (9 Weeks)

6th grade Music is an overview of the basics of how music is written, pitch identification, rhythm reading, listening skills, and hand drumming. Over the course of the 9 weeks, classes go through a theory unit that refreshes and/or introduces music writing and reading, reviewing key fundamentals to understanding written music. Weekly rhythm activities and drum circles introduce rhythm reading and recognition that becomes progressively more complex, giving opportunity for teamwork and leadership. Daily listening exercises/bell ringers introduce many different genres and eras of music, allowing for critical thinking and criticism, group discussions, and the discovery of music.

### Physical Education 6 (9 Weeks)

The 6<sup>th</sup> Grade Physical Education curriculum provides students with the knowledge and skills that will enable them to achieve and maintain physically active and healthful lifestyles. The curriculum follows a progression based upon the fundamental knowledge and skills learned in the elementary program. Students are expected to participate regularly in physical activity, achieve personal fitness and activity goals, and learn skills necessary to perform a variety of physical activities.

### STEAM 6 (9 Weeks)

Science, Technology, Engineering, Arts and Math combine in this fast paced, hands-on course. *Design. Create. Build. Fix. Share.* As you will use the Engineering Design Process to complete real-world challenges and gain engineering skills. Topics covered will explore graphics communications, engineering, transportation, and coding. You will practice teamwork and problem-solving skills.

## **ELECTIVES**

### Band 6 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course develops instrumental proficiency, enhances music theory knowledge, and cultivates community through ensemble playing. Two, required evening public performances presented annually will allow students the opportunity to demonstrate their performance skills. Small group ensembles will be scheduled as necessary on Tuesdays and Thursdays.

### Chorus 6 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course expands vocal repertoire and singing technique, develops sight-reading skills, enhances music theory knowledge, and cultivates community through ensemble singing. Two, required evening public performances presented annually will allow students the opportunity to demonstrate their performance skills.

### WINN 6 (Elective/36 Weeks/Full Year/Full Time)

The acronym of WINN stands What I Need Now. This course is designed to help students improve their academic performance in their core academic subjects. Grade checks are performed weekly, and students may see teachers for extra help or makeup test time one day a week. Multiple days a week are dedicated to math, reading, and science in particular for WINN. Groupings for the math and ELA days are created via data analysis of test results. Several criteria will be used to determine a student's placement in WINN, possibly including but not limited to: grades, standardized test scores, benchmark testing and other assessment criteria. Based upon the criteria named, students will either retain their WINN course or move to another content area room.



## 2025-2026 Seventh Grade Courses

### READING

#### Reading 7 (36 Weeks)

Reading 7 is designed to meet the needs of those students who are reading at grade level. Instruction in this course fosters growth in a student's ability to analyze and make connections with both fiction and non-fiction texts. The goals of this course are to increase comprehension skills, vocabulary development, and text fluency, as well as make the student an organized, independent reader and learner. Reading skills are developed through the use of context clues, main ideas, details, inferences, foreshadowing, and reader's prior knowledge of material. Literary techniques and story elements are discussed with each selection.

### ENGLISH

#### English 7 (36 Weeks)

The primary aim of this course is to lay the foundation for writing and communicating by stressing the following areas: grammar, usage, mechanics, sentence structure, and vocabulary. There is continuing development of the writing process: prewriting, drafting, revising, editing, and sharing; and considerable emphasis is placed on paragraph development. Basic speech skills are taught, and the novel is explored through adolescent literature.

### MATHEMATICS

#### Math 7 (36 Weeks)

This course is designed for all 7<sup>th</sup> grade average math students. Topics covers are as follows: the number system, ratios & proportional relationships, expressions, equations and inequalities, geometry, statistics, and probability. Students who complete this course successfully will advance to Math 8 the following academic year.

### SCIENCE

#### Science 7 (36 Weeks)

This course will have a curriculum focused on the physical sciences (physics and chemistry). The course will provide students with instruction on the nature of science, utilizing a discovery approach to apply the scientific method, and the use of metric measurements and tools in scientific investigations. Students will be introduced to a variety of laboratory activities that promote skills such as data collection, problem solving, and critical thinking. Topics covered in this course include metric measurements, physical/chemical changes, atoms, elements, periodic table, motion, forces, simple machines, transfer of energy, waves, and the electromagnetic spectrum.

### SOCIAL STUDIES

#### Social Studies 7 (36 Weeks)

This course explores the countries and people of the Eastern and Western Hemispheres. Map-reading skills are used extensively to chart geographical data such as topography, resources, and climate. Historical information is studied to gain insight into cultural differences and their influence on present-day customs. Current issues relating to economics, industry, commerce, and democracy are also introduced. Library research and various hands-on activities are structured so that students can further explore and experience cultural diversities. The focus of the study is Pennsylvania history from colonial days through the Industrial Revolution.

## SEVENTH GRADE ADVANCED COURSES

Successful advanced class applicants will be determined by the following prerequisite criteria (Unless designated differently in the course description):

- Previous year's cumulative grade point average in the given subject (85% or better if advanced, 90% or better if regular)
- Teacher recommendations for given subject

**Note: Prerequisites, approval and signature required prior to enrolling in any Advanced Course. Advanced class size is limited due to the number of seats, classes and instructors. Gifted students do not automatically qualify for all advanced classes.**

### Advanced Reading 7 (36 Weeks)

Advanced Reading 7 is an optional course designed to challenge those students who have excelled in reading and who have demonstrated a willingness to aspire to higher academic standards. Instruction in this course is meant to foster growth in a student's ability to analyze and make connections of text based on text evidence within and between texts. Reading skills are developed through the use of context clues, main ideas, details, inferences, foreshadowing, and reader's prior knowledge of material, character role-playing and other critical reading skills. Literary techniques and story elements are discussed with each selection. Silent reading techniques are discussed and modeled with each selection.

### Advanced English 7 (36 Weeks)

Advanced English 7 is an optional course designed to challenge those students who have excelled in language arts and spelling and who have demonstrated a willingness to aspire to higher academic standards. The curriculum of this course will emphasize conventions and vocabulary study, as well as composition and the exploration of mature literature. Critical thinking and memorization are integral to this course.

### Advanced Math 7 (36 Weeks)

PREREQUISITE(S): PROFICIENT or ADVANCED PSSA SCORES / TEACHER RECOMMENDATION/ 85% or HIGHER AVERAGE for ADVANCED MATH 6

This course is designed for those students who are advanced in mathematics and are planning a post-secondary education. Topics covered are as follows: expressions, equations and inequalities, geometry, statistics, probability, real numbers, exponents and scientific notation, proportional and non-proportional relationships and functions, solving equations and systems of equations, transformational geometry, and measurement geometry. Advanced math students will be required to participate in the *MathCounts* program and local competition. Students who complete this course with 85% or higher and teacher recommendation will take Algebra I in 8<sup>th</sup> grade.

### Algebra I (36 weeks)

PREREQUISITE(S): SUCCESSFUL COMPLETION of ACCELERATED MATH 7 (GRADE 6)/TEACHER RECOMMEDATION

This course is designed for the highest level of advanced math students who are planning to take AP Calculus BC (The equivalent of College Calculus 2) in high school. The course consists of topics such as: numbers and expressions, equations and functions, linear relationships, exponential relationships, statistics and data, polynomial expressions and equations, and functions and modeling. The focus of the class will be to prepare the students to be successful on the Algebra Keystone Exam. Algebra students will be required to participate in the *MathCounts* competition. Challenging assignments, which will require extra time, will be given on a regular basis. Students who successfully complete this course with an 80% or higher will take Honors Plane/Solid Geometry in 8<sup>th</sup> grade. Students with lower than an 80% may take Algebra II or repeat Algebra I based on teacher recommendation and anticipated Keystone performance.

### Advanced Science 7 (36 Weeks)

The Advanced Science 7 course curriculum will present advanced topics related to Science 7. This course helps students see, appreciate, and understand their physical environment by including principles of Earth science, biology, chemistry, and physics. Emphasis will be placed on developing problem solving, critical thinking, and data analysis skills. The course is designed to challenge students and enrich students through presentations, demonstrations, and lab activities. Topics covered include the following: metric measurement, physical/chemical changes, atoms, elements, periodic table, motion, forces, simple machines, transfer of energy, waves, and electromagnetic spectrum.

### Advanced Social Studies 7 (36 Weeks)

In this advanced course, students will discuss and learn how each region of the world is interconnected. This course will present advanced topics related to Geography 7. It will develop map-reading skills to be used extensively for interpretation and geographical information such as topography and location. Students will explore the countries and people of both the Eastern and Western Hemispheres, using historical information to envision cultural differences as they influence present-day customs. Current issues relating to economics, industry, commerce, and government are integrated in order to gain a complete understanding of diverse cultures. Library research and various hands-on activities are structured so that students can acquire an in-depth understanding and can experience cultural diversities. The focus of the study is Pennsylvania history from colonial days through the Industrial Revolution.

## **7<sup>th</sup> GRADE EXPLORATORY**

### Art 7 (9 Weeks)

This course will build upon skills developed in Art 6. The class will involve extensive hands-on studio work in drawing, painting, sculpture, fibers, and art history. Students will learn how to manage and maintain a working studio environment. Both two- and three-dimensional projects will be undertaken in this quarter course.

### Computer Science Discoveries II (9 Weeks)

**PREREQUISITE: COMPUTER SCIENCE DISCOVERIES I**

In this second rotation of CS Discoveries, students will build on their coding experience as they program animations, interactive art, and games in Game Lab. The unit starts off with simple shapes and builds up to more sophisticated sprite-based games, using the same programming concepts and the design process computer scientists use daily. In the final project, students will develop a personalized, interactive program.

### Exploratory World Language (9 Weeks)

This course is designed to introduce students to both Spanish and Italian so that students may choose which World Language to study. Students will cover basic vocabulary, geography, and culture related to both languages. Students will be given the opportunity to learn basic skills of reading, writing, listening, and speaking in the target language.

### Family and Consumer Science 7 (9 Weeks)

This Family and Consumer Sciences introductory course will familiarize students to the topics of personal development, financial and resource management, and career exploration while challenging them to apply their skills to real-world scenarios. Personal development explores topics of identity/individuality, friendships/peer interactions, communication, decision-making, goal setting, and conflict resolution. Financial and resource management includes topics such as budgeting, personal bank/checking accounts, and income/spending. Students will also have the opportunity to select and explore careers that match their interests while simultaneously showcasing their strengths. Students will focus on how these skills will prepare them to become successful, strong employees and citizens.

### Health 7 (9 Weeks)

The 7<sup>th</sup> grade Health curriculum is designed to meet the needs of the students by implementing physical, social, and mental/emotional health into their lives to gain total wellness. The course will provide students with current, accurate, and beneficial topics so they can make informed decisions when it comes to their overall health. The students are encouraged

to attain peak health by using the learned preventative measures and skills in their everyday lives. The course will focus on current trends in nutrition, harmful substances, wellness, disease prevention, relationships, and social/emotional health.

#### Physical Education 7 (9 Weeks)

The 7<sup>th</sup> Grade Physical Education curriculum will meet five days a week. The curriculum provides students with the knowledge and skills that will enable them to achieve and maintain physically active and healthy lifestyles. In this Physical Education course students will be exposed to a variety of activities/sports that can provide opportunities for relationship building, challenges, enjoyable and life-long activities. The course will also lead students to a healthy lifestyle by keeping them engaged and exposing them to new/different units.

#### Science Inquiry and Discoveries 7 (9 Weeks)

Science Discoveries will allow students to use the scientific method and engineering design process to complete several scientific discovery challenges. Students will be exposed to various disciplines of science in this hands-on, project-based learning class. Students will also use inquiry-based learning to design and develop solutions to real-world situations and problems.

#### Technology Education 7 (9 Weeks)

This is an exploratory course in technology and engineering. Students will have one quarter to explore the nature of technology, technology's role in society, our designed world, abilities for a technological world, and some specific skills using technologies of today. Students learn and utilize the Engineering Design Process and strengthen their 21st Century Skills – Communication, Collaboration, Creativity, Critical Thinking and Problem Solving. Students work in teams and learn to utilize the design process and methods for communicating design ideas while also considering environmental and sustainability impacts. This is accomplished through various projects such as 3D design and printing, rapid prototyping challenges, technical drawings, woodshop basics, and building systems.

## **ELECTIVES**

#### Band 7 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course develops instrumental proficiency, enhances music theory knowledge, and cultivates community through ensemble playing. Two, required evening public performances presented annually will allow students the opportunity to demonstrate their performance skills.

#### Chorus 7 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course expands vocal repertoire and singing technique, develops sight-reading skills, enhances music theory knowledge, and cultivates community through ensemble singing. Two, required evening public performances presented annually will allow students the opportunity to demonstrate their performance skills.

#### WINN 7 (Elective/36 Weeks/Full Year/Full Time)

The acronym of WINN stands What I Need Now. This course is designed to help students improve their academic performance in their core academic subjects. Grade checks are performed weekly, and students may see teachers for extra help or makeup test time one day a week. Multiple days a week are dedicated to math, reading, and science in particular for WINN. Groupings for the math and ELA days are created via data analysis of test results. Several criteria will be used to determine a student's placement in WINN, possibly including but not limited to: grades, standardized test scores, benchmark testing and other assessment criteria. Based upon the criteria named, students will either retain their WINN course or move to another content area room.

## 2025-2026 Eighth Grade Courses

### READING

#### Reading 8 (36 Weeks)

Reading 8 is designed to meet the needs of those students who are reading on grade level. Instruction in this course fosters growth in a student's ability to analyze and make connections with both fiction and non-fiction texts. The goals of this course are to increase comprehension skills, vocabulary development, and text fluency, as well as make the student an organized, independent reader and learner. Reading skills are developed through the use of context clues, main ideas, details, inferences, foreshadowing, and reader's prior knowledge of material. Literary techniques and story elements are discussed with each selection.

### ENGLISH

#### English 8 (36 Weeks)

This communications course builds upon the foundations established in the 7<sup>th</sup> grade English class and prepares the students for their freshman year. Grammar, usage, and mechanics, along with vocabulary development, will continue to be stressed. The steps of the writing process will be followed as students prepare paragraphs and compositions. Also, students will give presentations, complete a mini research project, and explore literature through novels and plays.

### MATHEMATICS

#### Math 8 (36 Weeks)

This course is designed for all students who have successfully completed Math 7. Topics covered are as follows: real numbers, exponents, scientific notation, proportional and non-proportional relationships and functions, solving equations and systems of equations, transformational geometry, measurement geometry, and statistics. Students who successfully complete this course will take Algebra I in 9<sup>th</sup> grade based upon teacher recommendation.

### SCIENCE

#### Integrated Science 8 (36 Weeks)

The 8th grade integrated science curriculum utilizes the Glencoe Integrated Science Level Blue text book. Level Blue provides students with online access and accurate comprehensive coverage of life science including Environment and Ecology. The strong content coverage integrates a wide range of hands-on experiences, critical-thinking opportunities, and real-world applications. This course includes the Unit study of Humans and Heredity, Ecology, Cell Biology, and Chemistry and Matter. The textbook has a rich bank of science content and plenty of examples to make that content relevant to daily life. In addition, the book clearly outlines lesson objectives and vocabulary. By mastering these concepts and terms, students gain a solid base in science and will be well prepared for high school science courses. This program meets state and national standards for science

### SOCIAL STUDIES

#### American Civics 8 (36 Weeks)

This course is an in-depth study of the government on the federal, state, and local level. Students use the textbook, periodicals, newspapers, and other media to help them explore and follow legislative procedures and political processes. Citizenship and responsibility to our democracy are covered in detail. These topics allow for the examination of non-fiction text for the purpose of making connections of text-based evidence within and between texts.

## EIGHTH GRADE ADVANCED COURSES

Successful advanced class applicants will be determined by the following prerequisite criteria:

- Previous year's cumulative grade point average in the given subject (85% or better if advanced, 90% or better if regular)
- Teacher recommendations for given subject

**Note: Prerequisites, approval and signature required prior to enrolling in any Advanced Course. Advanced class size is limited due to the number of seats, classes and instructors.**

**Gifted students do not automatically qualify for all advanced classes.**

### Advanced English 8 (36 Weeks)

The curriculum of this course is designed for accelerated English students. It will emphasize diction through vocabulary study, the refinement of composition through various types of essays, and practice in analyzing literature. Mastery of essential grammar skills will be stressed. Critical and creative thinking and the exploration of mature literature are furthered in this course.

### Advanced English 9 (36 Weeks)

**PREREQUISITE: SUCCESSFUL COMPLETION OF ADVANCED ENGLISH 8**

In this advanced course, students read, analyze, and compose essays about challenging works of literature and apply rules of grammar and mechanics to their writing. In addition, students focus on supplementary vocabulary which they integrate into their speaking, reading, and writing. Throughout the year, the students practice public speaking and group interaction skills. Prerequisite: 90% in Advanced English 8 or English 8. Mandatory current English teacher recommendation. Completion of a summer assignment.

### Algebra I (36 Weeks)

**PREREQUISITE: SUCCESSFUL COMPLETION OF ADVANCED MATH 7/TEACHER RECOMMENDATION**

This course is designed for those students who are advanced in mathematics and are planning a post-secondary education. The course consists of topics such as: numbers and expressions, equations and functions, linear relationships, exponential relationships, statistics and data, polynomial expressions and equations, and functions and modeling. The focus of the class will be to prepare the students to be successful on the Algebra Keystone Exam. Algebra students will be required to participate in the *MathCounts* competition. Challenging assignments, which will require extra time, will be given on a regular basis. Students who successfully complete this course with an 80% or higher will take Honors Geometry in 9<sup>th</sup> grade. Students with lower than an 80% may take Algebra II or repeat Algebra I based on teacher recommendation and anticipated Keystone performance.

### Honors Plane/Solid Geometry (36 Weeks)

**PREREQUISITE: 80% or HIGHER AVERAGE for ALGEBRA I/TEACHER RECOMMENDATION**

This course is designed for the highest level of advanced math students who are planning to take AP Calculus BC (The equivalent of College Calculus 2) in high school. Particular emphasis is placed on geometric proofs and the use of geometric formulas. Major units include congruent triangles, perpendiculars, parallels, angles, parallelograms, trapezoids, circles, congruence, similarity, and angle measurement, area of plane figures, surface area, volume, and methods of proof. Geometry students will be required to participate in the *MathCounts* competition. Challenging assignments, which will require extra time, will be given on a regular basis. Students who successfully complete this course with an 80% or higher will take Honors Algebra II in 9<sup>th</sup> grade. Students with lower than an 80% will take Algebra II in 9<sup>th</sup> grade.

### Advanced Science 8 (36 Weeks)

Advanced Science 8 is a highly intensified study of the Glencoe Integrated Science Level Blue textbook and Environment & Ecology for Pennsylvania: Meeting the Standards textbook. The level of course work is designed for students with an extremely strong work ethic and a keen interest and ability in science due to the student-centered teaching method that encourages learning through engaging, real-world, curriculum-related questions or challenges. This course includes the Unit study of Humans and Heredity, Ecology, Cell Biology, and Chemistry and Matter. As part of the curriculum each student

will complete a stream study web quest project and attending the annual spring stream study at Brady's Run Park. Each student has the voluntary option of completing an individual science fair research project for competition in the Annual Pittsburgh Science Fair. All field trips scheduled by teacher are mandatory participation. Strong computer applications skills are necessary for successful completion of lab reports. This program meets our state and national standards for science.

#### Advance Social Studies 8 (36 Weeks)

This is a challenging course with an in-depth study of the government on a federal, state, and local level. Students will use the textbook, periodicals, newspaper, and other media to explore and follow legislative procedures and political processes. Topics covered include a detailed study of rights, responsibilities, and the duties of citizenship, the different forms of government, and the structure of our own government. These topics allow for the examination of non-fiction text for the purpose of making connections of text based evidence within and between texts. The course is similar to American Civics but will cover topics in greater detail. The class will use advanced learning techniques to challenge the students. For example; the students will be expected to actively discuss, debate, and critically analyze different issues involving our government and current social ideas.

## **EIGHTH GRADE EXPLORATORY SEMESTER COURSES (STUDENTS WILL TAKE FOUR COURSES)**

#### Fitness for Life (MANDATORY REQUIREMENT) (18 Weeks)

The 8<sup>th</sup> Grade Health Curriculum (Health for Life) will begin to elaborate on health topics that will help prepare them for healthy lives as young adults. The topics covered will enhance skills that students were introduced to in the 6<sup>th</sup> and 7<sup>th</sup> grade curriculum while also adding in a multitude of new important subjects. This course will expand on harmful substances while focusing on the specifics of tobacco, various drugs, alcohol, and the ways to prevent making poor substance decisions, and consequences that would coincide with usage. Social health and relationships will help educate students on dating, peer pressure (refusal skills), conflict resolution, parent involvement, decision making skills and social media decisions. The Physical Education curriculum offers a variety of physical activities that meet the individual preferences and activity needs of all students. The students will participate in team sports, racquet sports, fitness and leisure activities.

#### Art 8 (18 Weeks)

This course is an extension of art 7. Both 2-D and 3-D art will be explored. Students will have the opportunity to experience various types of drawing, and painting methods. Students will also use clay and plaster to create sculptures. There will be weekly assignments for both art history and creativity.

#### Child Development (18 Weeks)

This course will take a look at the development of a child from the beginning phases of conception to the later stages of childhood. Students will learn about the pregnancy and child-birthing process, as well as the physical, social, and emotional development of children and how it changes throughout different age stages. Students will have the opportunity to learn about providing care for infants and children, how to choose age-appropriate activities, and how to recognize and handle a variety of behaviors. Students will also learn the basics of providing childcare and babysitting.

#### Computer Science Discoveries III (18 Weeks)

Where the introductory prerequisite courses center on the immediately observable and personally applicable elements of computer science, this advanced Computer Science course asks students to look outward and explore the impact of computer science on society. Students will see how a thorough user-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with bare circuit boards allows computers to collect input and return output in a variety of ways.

#### Entrepreneurship (18 Weeks)

While learning technology skills, students will start their own company. They will perform daily business functions using Microsoft Office and Web 2.0 tools. Students will have the opportunity to apply technical writing in developing a business plan, use creativity and design skills to produce the required documents, use decision-making skills as they pertain to developing a business plan, and apply entrepreneurship concepts to an individualized business. Time permitting, students

will also become familiar with desktop publishing and practicing their keyboarding skills.

#### Foods and Nutrition (18 Weeks)

This course, which expands upon FCS6, provides students with the opportunity to continue growing their knowledge and skill sets in relation to nutrition and food preparation. The course reviews information such as reading recipes, measuring, kitchen safety and cleanliness, and kitchen equipment and tools. Additionally, students will take a more in-depth look at nutrition and the role it plays in our body's ability to function on a daily basis. Through hands-on experience, students will discover new types of foods, as well as learn a variety of methods for cooking and preparing various foods.

#### Exploration of Popular American Music Genres 8 (18 Weeks)

This course engages students in discussion of important artists, history, performances, topics and music of the most familiar and iconic genres that American music has contributed to global culture. Genres such as Rock n' Roll, Alternative, Jazz, Country, Funk, and more will be explored to through listening and watching recorded performances, as well as research and discovery. Students will have the opportunity to play instruments such as guitar, drums, and other classroom instruments to learn approachable songs from the various genres. Opportunities will also be available for use of online music programs to create original music, beats, grooves, and accompaniments using characteristics in discussed genres.

#### Journalism / Newspaper Class Description:

The Middle School Journalism/Newspaper class offers students a valuable introduction to journalism, media literacy, and effective communication skills. The course is tentatively offered for students with whom are also in the newspaper club. In this class, students learn the fundamentals of news writing, including researching, interviewing, fact-checking, and crafting compelling stories. They also explore the ethics of journalism, critical thinking in assessing sources, and techniques for engaging different audiences. Students practice teamwork and editorial skills as they collaborate on projects, manage deadlines, and develop leadership abilities in different editorial roles. The class not only hones their writing skills but also fosters responsibility, curiosity, and an awareness of current events and community issues.

In this course accompanied by the newspaper club, students will be incorporating social media platforms. Journalism extends beyond traditional print to digital platforms. In addition to traditional journalism skills, students learn to create concise, visually appealing content that fits social media formats, use analytics to gauge audience engagement, and practice responsible digital citizenship. This experience helps them understand the dynamic role of social media in journalism and prepares them for a media landscape where digital presence is key. Course is tentative based on enrollment and course interest.

Prerequisite: Recommendation from English Teacher; member of Newspaper Club, 8<sup>th</sup> grade students only

#### Pre-Engineering (18 Weeks)

Students will be formally introduced to a multi-segmented activity-based curriculum that provides those opportunities to develop a broad base of competencies in the world of Science, Technology, Engineering, Art, and Mathematics (STEAM). Problem solving and design activities will be assigned in the areas of systems control technology, leadership, structural engineering, communications, and robotics. Students will participate in the leadership training experience and the competitive events involved with the Technology Student Association (TSA). Students will compete individually and/or in groups to gain valuable experiences with engineering concepts, technology, technical writing, and prepared presentations. Students will also explore STEM Careers through an interactive STEM curriculum built to empower learners with the knowledge they will need to discover potential career pathways. Evaluation will reflect successful completion of assignments and teacher observation.

#### Principles of Transportation (18 Weeks)

The students will explore the basic types of transportation systems. Areas of exploration will include land, air, and sea transportation systems and logistics. A strong focus on the science and engineering that go into Transportation Engineering will be included. Some activities may include Creating Safe and Efficient Transportation Systems, Mouse Trap Vehicles, Gliders, Boat Hulls, and Rockets. Students will become acquainted with the many career opportunities in transportation



engineering and technology and its related fields. Evaluation will be based upon successful completion of assignments, quizzes, and teacher observation.

#### Spanish Introduction (18 Weeks)

Spanish Introduction introduces the basic principles of grammar and aims to build an introductory vocabulary. The culture and customs of Spain and Mexico, and South America are given special attention via videos, readings, and discussion. Spanish influences in the U.S. are also discussed. This course is reserved for students who do not qualify to take a World Language. Course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Due to limited capacity, not all students who qualify for this course will be scheduled for it. **This course is a tentative course based on student capacity and requests.**

#### Steel Drumming (18 Weeks)

This performance-based course will provide students the opportunity to develop the skills necessary to perform on steel pans. Along with fundamental performance techniques, students will explore the cultures of other countries and enhance their overall understanding of musicianship. Prior or current experience in band or chorus is highly recommended. **You should have a good understanding of how to read music. Possibly an evening performance will take place at the end of the semester. Teacher Recommendation is highly preferred.**

#### Theater Arts (18 Weeks)

This introductory level course will provide students the opportunity to explore both theatrical technology and performance. The course will focus on the skills needed to carry out the responsibilities of six primary categories of technical theatre, including costumes, props, lighting, sound, stage management, and scenery as well the skills necessary to produce and perform a small-scale theatrical performance.

## **WORLD LANGUAGES**

**PREREQUISITE: 8<sup>TH</sup> GRADE ONLY –THESE CLASSES ARE RESERVED FOR HIGH ACHIEVING ACADEMIC STUDENTS AND BASED ON TEACHER RECOMMENDATION.**

#### Italian I (36 Weeks)

**PREREQUISITE: 80% IN ENGLISH**

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Italian I presents the fundamentals of Italian grammar, pronunciation, conversation, and writing. Emphasis is on oral work and vocabulary building. Attention is given to the culture of the country through music, filmstrips, and readings.

#### Spanish I (36 Weeks)

**PREREQUISITE: 80% IN ENGLISH**

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Spanish I introduces the principles of grammar and aims to build an active vocabulary. The culture and customs of Spain and Mexico, and South America are given special attention via videos, readings, and discussion. Spanish influences in the U.S. are also discussed.

#### Spanish II (36 Weeks)

**PREREQUISITE: 80% in Spanish I**

Rigorous course requirements include frequent homework assignments, participation in class discussions, presentations, and various assessments. Spanish II aims to increase the basic knowledge of the language. Emphasis is placed on more conversations, reading and writing skills. Basic grammar and vocabulary work are also increased. Cultural appreciation is enhanced by discussions dealing with culture and customs of Spanish-speaking countries.

## **ELECTIVES**

Band 8 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course develops instrumental proficiency, enhances music theory knowledge, and cultivates community through ensemble playing. Two evening public performances presented annually will allow students the opportunity to demonstrate their performance skills.

Chorus 8 (Elective/36 Weeks/Full Year/Full Time)

This performance-based course expands vocal repertoire and singing technique, develops sight-reading skills, enhances music theory knowledge, and cultivates community through ensemble singing. Two evening public performances presented annually will allow students the opportunity to demonstrate their performance skills.

WINN 8 (Elective/36 Weeks/Full Year/Full Time)

The acronym of WINN stands What I Need Now. This course is designed to help students improve their academic performance in their core academic subjects. Grade checks are performed weekly, and students may see teachers for extra help or makeup test time one day a week. Multiple days a week are dedicated to math, reading, and science in particular for WINN. Groupings for the math and ELA days are created via data analysis of test results. Several criteria will be used to determine a student's placement in WINN, possibly including but not limited to: grades, standardized test scores, benchmark testing and other assessment criteria. Based upon the criteria named, students will either retain their WINN course or move to another content area room.

## **SCHOOL COUNSELING SERVICES**

The Ambridge Area Middle School Counseling Program is an integral part of the total educational experience for each student. As professionals, certified counselors serve as advocates for all students while working to establish and preserve partnerships with educators, parents and community members. The counseling program is determined by the developmental needs of our students. The certified school counselors encourage all students to reach their full potential within the context of their individual, family, and multicultural perspectives. The counselor provides proactive and preventive services to every student, every year to strive and guide each student to become a lifelong learner and a productive, interactive, and successful citizen.

### **STUDENT TRANSFER OF CLASSES/SCHEDULE CHANGES**

We advise the student to make any schedule changes during the drop-add time frame (first two weeks of the course) with their school counselor to ensure their scheduling needs are met. When a student transfers from one course to another within the same subject area after the midpoint of the first quarter, the grade will also be transferred. Questions in regards to scheduling or a request for additional information is available in the Guidance Office at (724) 266-2833, ext. 3284.

Prior to any schedule change request, we strongly encourage the student to speak with their teacher directly to schedule tutoring after school for academic success and/or to arrange in advance a time to receive additional help in the subject area prior to changing the class. Failure letters are also delivered each quarter to ensure all members involved in the student's educational plans are aware of the current grades.

Additionally, a parent/teacher conference should be held to discuss the matter further in order to determine if dropping the class is the best course of action for the student. As understood, special circumstances may arise in which case administration will review the student's educational information and make the final determination at their discretion.

In order to ensure active learning, students are also encouraged to continue maintaining positive attendance and to be actively participating in class, as well as ask any questions if material is not understood.

Prior to a schedule change, a parent/guardian signature and the teacher of record must be on file to ensure all parties are notified of the decision. In every effort to ensure a collaborative approach, a "Schedule Change Request" form must be completed to ensure all information in regards to the decision and policy is disclosed and acknowledged prior to approving the student's request.

As always, if you have any questions or academic concerns in regards to the specific subject area, you may contact the student's teacher of record directly from the directory provided on the District Website. For additional educational guidance and information, questions may also be directed to Genifer Scaletta in the Guidance Department.

### **LEARNING SUPPORT/EMOTIONAL SUPPORT/LIFE SKILLS PROGRAMS**

#### Learning Support/Emotional Support/Life Skills Programs 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade (36 Weeks)

Students who qualify for special education services (Learning Support/Emotional Support/Life Skills) will receive academic support through the appropriate program. They may receive assistance with regular education courses, or they may receive direct instruction in a modified course provided by the special education faculty. Inclusion classes are also available in the regular education programs. These classes include the certified subject teacher and a member of the special education staff. Each student's program is based on specific needs as developed through the yearly Individualized Education Program (IEP).

### **SPEECH AND LANGUAGE SUPPORT PROGRAM**

#### Speech and Language Support Program 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade (36 Weeks)

Services are provided to students who have communication disorders such as impaired language, voice, fluency, and articulation to such a degree that it affects their academic achievement.

**AMBRIDGE AREA MIDDLE SCHOOL  
MATH PROGRESSION**

Grade Level	Student Grouping	Materials	Course Name
Grade 6	Teacher Recommendation & Grade Requirement	<p style="text-align: center;">Go Math 6</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Go Math Advanced 1</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Go Math Accelerated 7 (placement test &amp; summer course)</p>	<p style="text-align: center;">Math 6</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Advanced Math 6</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Accelerated Math 7 (Grade 6)</p>
Grade 7	Teacher Recommendation & Grade Requirement	<p style="text-align: center;">Go Math Grade 7</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Go Math Advanced 2 Year 2</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Algebra 1: Analyze, Connect, Explore</p>	<p style="text-align: center;">Math 7</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Advanced Math 7</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Algebra I</p>
Grade 8	Teacher Recommendation & Grade Requirement	<p style="text-align: center;">Go Math Grade 8</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Algebra I: Analyze, Connect, Explore</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Geometry</p>	<p style="text-align: center;">Math 8</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Algebra I</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Honors Plane/Solid Geometry</p>

## EXPLORATORY PROGRESSION

### 6<sup>th</sup> Grade Exploratory – 9 Week Rotations (2 class periods per nine weeks)

Art 6	Music 6
Health 6	PE 6
STEAM 6	F&CS 6
Exploring Computer Applications	Computer Science Discoveries I

**WINN – Choice: 36 Weeks/Full Time/Full Year M-F**

- **Option 1: Band 6**
- **Option 2: Chorus**
- **Option 3: WINN 6**

### 7<sup>th</sup> Grade Exploratory – 9 Week Rotations (2 class periods per nine weeks)

Science Inquiry and Discoveries	Computer Science Discoveries II
Health 7	PE 7
Technology and Engineering Education 7	F&CS 7
Art 7	Exploratory World Language (Italian/Spanish)

**WINN – Choice 36 Weeks/Full Time/Full Year M-F**

- **Option 1: Band 7**
- **Option 2: Chorus 7**
- **Option 3: WINN 7**

### 8<sup>th</sup> Grade Courses

**Full Year Course Requirement:** Choose Spanish, Italian or Reading

**Semester Requirement:** Fitness for Life

### Eighth Grade Exploratory Course Offerings (choose 3)

Computer Science Discoveries III	Pre-Engineering
Principles of Transportation	Theater Arts
Art 8	Child Development
Foods and Nutrition	Steel Drumming
Entrepreneurship	Exploration of Popular American Music Genres
Introduction to Spanish (only open to students in Reading)	

**WINN – Choice 36 Weeks/Full Time/Full Year M-F**

- **Option 1: Band 8**
- **Option 2: Chorus 8**
- **Option 3: WINN 8**

# AMBRIDGE AREA CYBER ACADEMY

The Ambridge Area School Board approved a partnership between Ambridge Area School District and Seneca Valley Academy of Choice, resulting in the creation of our own cyber/hybrid alternative for students. Highlights of the Ambridge Area Cyber Academy are as follows:

1. Free personalized education plan for AASD students
2. Resources of caring, highly qualified AASD professional staff
3. A Cyber Lab to utilize at the high school
4. An array of extracurricular activities and clubs
5. Flexibility of scheduling, guidance counselor services, and scholarship opportunities
6. Opportunities to be creative, productive, discover, and explore potentials
7. Teaches students responsibility, time management, self-discipline, dedication, independence and a global perspective
8. Upon completion of all graduation requirements, students will graduate with an Ambridge Area Diploma
9. Courses are aligned to the AASD Common Core Curriculum
10. Students will earn letter grades on both report cards and transcripts
11. If meeting eligibility, students can also participate in all Ambridge Area-sponsored events including Homecoming, Prom, graduation, athletics and activities.
12. Physical Education can be completed at a local gym. (Medical Documentation on file may be required and at the administrations discretion prior to acceptance in a cyber PE course.)
13. Health screenings are offered at school

## Requirements / Pre-Requisites:

1. Any senior enrolled in the cyber academy must complete all graduation and senior requirements prior to graduation in order to receive their diploma.
2. An application to enroll in the cyber program **must be completed on-line** prior to enrollment on the district website at [www.ambridge.k12.pa.us](http://www.ambridge.k12.pa.us).
3. The ability to enroll in a cyber-program is only available during the beginning (first week) of each 9-week grading period.
4. The timeframe for scheduling is due to the nature of classes being assigned as a nine-week portion of a curriculum. Adhering to this time schedule will ensure that no student has insufficient time to complete the required amount of work for a grading period.
5. Enrollment past the scheduling time frame will be reviewed as per case-basis. Exceptions to the enrollment period and curriculum will be at the discretion of the administration.
6. Medical documentation may be required for cyber enrollment, including but not limited to enrolling in the Health and Physical Education cyber program.
7. Once an application is received, it will be reviewed by our educational team to determine the best placement for the student.
8. A parent/teacher conference may be scheduled in order determine the best course of action for the student.
9. The criteria for enrollment that are examined include the following: Attendance; Motivation and Potential Success; Academic Success; Medical Documentation as per need basis.
10. Students must complete all requirements as listed.
11. Attendance by actively logging in and completing the material is mandatory, and will be monitored. Any violation of not actively completing the course hours required online will be handled through our administration and truancy office.
12. Students required to take the Keystone Exams based on courses scheduled must report to the school to do so as per state requirements.

If you would like to know more about our program, please feel free to contact the district at 724-266-2833 and/or visit the district website at [www.ambridge.k12.pa.us](http://www.ambridge.k12.pa.us).

# CLUBS and ACTIVITIES

**NOTE: Sign-ups for all clubs will occur during activity periods in the first month of school. Students should pay particular attention to school announcements for more information.**

## **Art & Photography Club**

The Art and Photography Club are for 8<sup>th</sup> graders who wish to continue their artistic experience. Students will explore various media, including photography, as to content, expression, modifications and selection of subject matter to create an art form. When possible, local artists will demonstrate their art for the students to learn new techniques through a hands-on experience. School cameras may be used, but it is desirable for students to have the use of their own camera for school activities. Students will have the opportunity to help design displays for school functions and the Art show.

## **INTERACT**

INTERACT is a community outreach club that promotes awareness regarding the needs of the community. Students in this organization focus on community service projects in order to build strong leadership skills and learn the value of volunteerism. Some of the activities include Make-A-Difference Day, March of Dimes Walk-A-Thon, Special Olympics (as huggers and timers), plus many more.

## **Science Club**

The focus of after-school science activities is on enhancing experiences that middle school students have with science. After-school science clubs are one way to incorporate the kinds of learning activities recommended by state and national science standards. The goal of the science club is to help integrate club activities with classroom curriculum. This club uses mini-competitions and labs focusing on Physical Science, Ecology and Environmental concerns while meeting the Pennsylvania Academic Standards. Students will also be able to discuss their concerns and learn about the environment, ecology, conservation, recycling and the preservation of nature to meet State Ecology/Environmental Academic Standards.

## **Student Council**

Student Council is an organization that represents the student body and is focused on building valuable leadership skill for students. Discussion is focused on current problems and student presentation of his/her point of view. Student Council provides guides, ushers, and buddies for special events at the middle school. The club also decorates for special dances and raises funds for special occasions. The club will also have the opportunity to attend conferences to further build their leadership skills. Membership is by election of homeroom representatives and officers.

## **National Junior Honor Society**

The NJHS is the leader among educational organizations and societies that promotes recognition for middle level students who reflect outstanding accomplishments in the areas of scholarship, leadership, service, citizenship, and character. Membership is a privilege bestowed upon identified students who meet established criteria. If eligible, students are notified, by the faculty council, after the second semester and are required to fill out an application. Twelve volunteer hours are required. This is a student driven program. Please contact Genifer Scaletta in the guidance office for more details.

## **Newspaper**

The Newspaper club is designed to give students a basic understanding of journalism and newspaper writing techniques. Newspaper students are responsible for writing, editing, designing and laying out the newspaper which reflects the life and times of the Ambridge Area Junior High School community. Students will write, edit, and layout 4-6 issues of the school newspaper in print. Students will also develop skills in photography and comic drawing.

# ACADEMIC – BASED OPPORTUNITIES

## **MathCounts**

This is a national coaching and competition program designed to stimulate algebra students' interest and achievement in mathematics. Mathletes begin preparation in the fall for all competitions. Students in the Accelerated Math 7 (Grade 6), Advanced Math 7, Algebra I, and Geometry classes are a part of MathCounts.

## COMPETITIONS

### **Beaver County Academic Games**

AGLOA (ACADEMIC Games League of America) provides a series of competitions in Language Arts, English, History, and Mathematics throughout the nation resulting in a National Championship Tournament. County competitions are held at various local venues.

### **Beaver County Envirothon**

The Beaver County Envirothon is an environmental issues and awareness competition for high school students sponsored by several local environmental agencies. All conservation districts in Pennsylvania hold competitions at the county level and then send their winners to the Pennsylvania State Envirothon. Students are challenged in the areas of Forestry, Soils and Land Use, Aquatics, Wildlife, and a Current Issue.

### **Forensics Competition**

Provides students the opportunity to participate in competitive speech and debate activities. Students learn about public speaking and refine their skills in order to become more comfortable speaking in front of a group. Forensic categories that may be practiced include the following: poetry, dramatic interpretation, prose, multiple-reading, declamation, news broadcast, storytelling, extemporaneous, and impromptu. Students may have the opportunity to participate in multi-school competitions throughout the school year.

### **TSA (Technology Student Association)**

PREREQUISITE: APPROVAL OF THE TECHNOLOGY EDUCATION TEACHER BY APPLICATION PROCESS FROM THE PRIOR YEAR.

Students will be introduced to a multi-segmented activity based curriculum that provides students with a broad base of competencies in the world of Science, Technology, Engineering, Art, and Mathematics. Problem solving activities will be assigned in some areas of leadership, systems control technology, transportation, structural engineering, communications, and robotics. Students will participate in the leadership training experience and the competitive events involved with the Technology Student Association (TSA). Students will compete individually or in groups to gain valuable experience in all areas of systems technology including aspects such as technical writing and prepared presentations. Evaluation will reflect successful completion of assignments and teacher observation. DUES ARE REQUIRED.



# **SPORTS**

Mr. Anthony Amadio

Athletic Director

Phone: 724-266-2833 (Ext. 2235)

High School Fax Number: 724-266-5056

Prior to any student participating in any Practices, Scrimmages and Games, the student is required to turn in a physical packet. A link to the physical packet may be found online at: <https://ambridgebridgers.org/physical-packet-4/>. Paper copies are available at the athletic office. These forms are to be completed annually. The physical may not be signed earlier than June 1<sup>st</sup> of the year. The completed packet is to be returned the athletic department.

To be eligible for athletic competition, a student must pursue a full-time curriculum. The student must not be failing two or more classes. If a student's cumulative work from the beginning of the grading period does not as of any Friday meet the academic standards, the student is ineligible from the immediately following Sunday through Saturday.

## **FALL**

### **Basketball (Girls)**

The girls' basketball season starts at the beginning of school year and runs through mid-November. Players have the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

### **Cross Country**

This program is open to 7<sup>th</sup> and 8<sup>th</sup> grade boys and girls. Cross-country requires distance running. Junior high participants generally run between 1.5 and 2 miles. The sport offers the students the opportunity to set and strive toward goals while staying in shape for other activities as well.

### **Football**

The football season is from the beginning of the school year and runs through October. The program gives students the opportunity to develop and practice skills while learning similar systems and techniques used at the high school level.

### **Soccer (Girls)**

The girls' soccer season is from the beginning of the school year and runs through October. Players have the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

### **Soccer (Boys)**

The boys' soccer season is from the beginning of the school year and runs through October. Players have the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

## **WINTER**

### **Basketball (Boys)**

The boys' basketball season begins in mid-December and runs through mid-February. Players have the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

### **Volleyball (Girls)**

This program is open to 7<sup>th</sup> and 8<sup>th</sup> grade girls. The girls learn all aspects of playing volleyball. Tryouts are in late January, and the season runs from mid-February through mid-April.

### **Wrestling**

This program is open to all 7<sup>th</sup> and 8<sup>th</sup> grade boys and girls. It gives them the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

## **SPRING**

### **Baseball (Boys)**

This program is open to 7<sup>th</sup> and 8<sup>th</sup> grade boys. It gives them the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

### **Softball - Fast Pitch (Girls)**

This program gives the 7<sup>th</sup> and 8<sup>th</sup> grade girls the opportunity to develop and practice skills while learning similar systems and philosophies used at the high school level.

### **Track & Field (spring season)**

This program is open to 7<sup>th</sup> and 8<sup>th</sup> grade boys and girls. Athletes have the opportunity to learn and compete in most of the events sanctioned at the high school level. Track and field offers the opportunity for students to set and strive toward goals while staying in shape for other activities as well.

### **Volleyball (Boys)**

This program is open to 7<sup>th</sup> and 8<sup>th</sup> grade boys. The boys learn all aspects of playing volleyball. Tryouts are in early March, and the season runs from March through mid-May.

## **VOLUNTEERS**

### **P.A. Announcers**

These teacher-selected students are responsible for morning and afternoon announcements. Student must be in 8<sup>th</sup> grade, must be a member of NJHS or Student Council, and must maintain at least a “B” average. Seventh grade students may try out for announcer at the end of the school year.

