

MIDDLE SCHOOL INSTRUCTIONAL FORM

Area: Language Arts / Reading

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I. Program Philosophy

See District's Philosophy

II. Program Goals

1. To master the skills of literacy: writing, reading, listening, viewing, and speaking.
2. Use skills as important tools for exploring, and expressing ideas and for communicating with and understanding the ideas of others.
3. Become skilled thinkers, communicating effectively both orally and in writing to explain, narrate, describe, and persuade.
4. To be able to observe, analyze, synthesize, and evaluate to understand causes, to predict outcomes, and to use clear and convincing arguments in their speaking, reading, and writing.
5. To develop an understanding of classical and contemporary writings that broadens and deepens historical and cultural perspective on how the past and present influence the future.

III. Program Activities

Facilities should be adaptable to innovations such as modular scheduling, team teaching and differentiated staffing patterns. Flexible grouping of students, independent study programs, They share a designed to allow for a cross-discipline teaching.

IV. Organizational Nomenclature

Teacher-Student Ratio	<u>25</u>	Total No. of Teachers	<u>9</u>
Total No. of Aides	<u>N/A</u>	Student Capacity Per Period	<u>30</u>
Hours Per Day Space will be Used	<u>6</u>		
Grade Levels or Age Levels for Which Program is Intended			<u>6-8</u>

V. Innovations, Experimental Ideas, Other Planned Uses

- A. Materials - English language arts courses use hardbound and softbound texts, periodicals, newspapers, and a variety of reference books. Recordings, films, filmstrips, tapes and slides are among the audio-visual aids employed in English courses. In addition, Auto-tutorial devices and computer assisted instruction will be used.
- B. Methods - Methodology will emphasize more student involvement and additional use of media. Technological innovation will automate many areas of instruction. The English language arts teachers work in cooperative instructional teams with math, science, and social studies teachers.

Fish Code	No. of Spaces	Description of Areas	No. of Students Per Area	No. Of Students Total	Net Sq. Ft. Per Unit	Gross Sq. Foot Total
	9	English			900	8100
	9	Storage Material			75	675
		Teacher Planning			105/400	505
		Variance of Space				
	9	English			900	8100
	9	Storage, Material			75	675
	1	Teacher Planning			505/69	574

VIII. SPECIAL CONSIDERATIONS

(1) Heating/Cooling/Ventilation

Heating and Air Conditioning in all areas.

(2) Acoustical

Standard

(3) Floor

Carpet in all areas

(4) Walls

Wall should be capable of being used for tackboard. Map rail.....etc..

(5) Ceiling

Rooms need some areas to hang displays from ceiling. All ceilings standard.

(6) Lighting

Fluorescent, recessed.

(7) Windows

Exterior windows for natural light and ventilation. Windows should have shades or blinds for AV purposes.

(8) Doors

Standard

(8) Water

Standard

(10). Communications

Clock in each classroom and teacher planning. Two-way intercom. TV outlet in each classroom. Also, wiring for networked computer in each room.

(11). Electrical

Two 110 wall outlets on each wall of classroom and reading lab, reading specialists office. Two 110 duplex wall outlets on each wall of teacher planning area and storage if storage area is a separate room. Two duplex outlet above counter top in teacher planning area.

(12). Gas and Air

N/A

(13). Safety

N/A

(14). Fencing

N/A

(15). Service Drives

N/A

(16). Parking

N/A

(17). Built-ins

A. Built-in work counter

Counter along one wall, 36" high, 24" deep, with adjustable shelves in cabinets along one wall of teacher planning area. Drawer 6" deep below counter in teacher work area.

B. Built-in Cabinets / shelving

Instructional storage area should have shelves 12" deep floor to ceiling. Approximately 100 linear feet per classroom. In the classroom, 30 linear feet book shelving is needed.

C. Built-in Instructional Aids

General Classroom - 2 - 4'x4' bulletin boards per classroom.

2 - 4'x8' chalkboards with mail hooks along top rail of each board per classroom. (one board to be a marker board)

Map Rail to go on three walls.

(18) Other Considerations

It is Critical that sidewalks and coverings be widened by 3' or more.

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Mathematics

1. To become literate and engage in lifelong learning.
2. To possess essential facts and definitions in mathematics,
3. To have the ability to work with algorithms, and use a functional set of problem-solving strategies.
4. To demonstrate a knowledge of arithmetic and everyday mathematics included in the content areas of number sense, concepts, and operations; measurement; geometry and spatial sense; algebraic thinking; and data analysis and probability. And understand how these areas relate to one another.
5. To become proficient in the mathematical process skills of communication, computation, and problem-solving strategies and use these skills to reason mathematically.
6. To have the ability to move from the concrete and into the abstract areas of mathematical understanding.
7. To use appropriate problem-solving techniques including modeling with manipulatives, as well as using calculators, computers, and other technology as mathematical tools.
8. To appreciate the value of mathematics and its use in real life applications.

Science

1. To develop high levels of knowledge and skill in the science disciplines.
2. To be able to plan and carry out investigations by asking rigorous, significant questions designed to probe for unbiased truths.
3. To be able to apply the scientific method when solving problems by developing suitable hypotheses, experiments, and conclusions.
4. To apply basic science skills of observation, classification, communication, measurement, prediction, and inference in seeking truths about the world and universe.
5. To be able to understand the core concepts of the physical, earth/space, and the biological sciences as components of an integrated, natural system.
6. To appreciate the interactive nature of science, the environment, technology, and society. With this perspective and their natural curiosity.
7. To be able to use their knowledge and skills to examine and resolve critical and ethical issues facing the global community.

Social Studies

1. To have the perspective, information, concepts, and skills to understand themselves and their world, their relationship to the earth, and their interdependence with other peoples of the world.
2. To understand and accommodate change while they identify with the deep continuities that link past and present.
3. To have a sense of where they are in time, space (place), and culture.
4. To be prepared for private lives of personal integrity and fulfillment, as well as public lives of democratic participation.
5. To possess the skills and knowledge necessary for active and intelligent world citizenship.
6. To be able to make the many political, economic, and social decisions that must be made in a complex, interdependent world.
7. To possess analytical skills, comparative perspectives, and modes of critical judgment that promote thoughtful, successful work in any field or career.

Music

1. To understand that music is and always has been an integral part of the human experience.
2. Through the study of music, develop self-discipline, curiosity, open-mindedness, risk-taking, awareness of self and others, appreciation, and civility.
3. To participate in music to gain skills and techniques through performance.
4. To learn to create and communicate feelings through music that often cannot be expressed verbally.
5. To know that learning to evaluate, critique, and appreciate music using cultural/historical and technical knowledge enriches, helps them to gain a better understanding of the world.

Health

1. To value wellness of mind and body.
2. To be able to make informed choices to promote and maintain a healthy lifestyle.
3. To understand the importance of adequate nutrition, sleep, exercise, proper hygiene, preventive health care, and an environment free from undue stress.
4. To be knowledgeable about drugs and drug usage.
5. To be able to apply positive strategies to prevent substance abuse.
6. To identify risk factors and practice behaviors that promote personal safety. Graduates are conscientious medical consumers, always in the pursuit of optimum health.
7. To understand that good health is a prerequisite to successful academic and job performance.
8. To use new information and discoveries concerning wellness to increase and improve their quality of life.
9. To serve as positive peer models and contributors to the good health of their families and of their community.

Physical Education

1. To understand that physical education helps perfect a wide variety of movement skills that carry over into daily activities and leisure opportunities.
2. To participate in physical activities that develop and sustain habits of adequate and continuous exercise.
3. To be motivated to adopt healthy and physically active lifestyles and be committed to individual and community wellness.

Visual Arts

1. To know that art contributes to a better understanding of the visual world.
2. To recognize that art adds a richness and variety to life.
3. To acknowledge that visual arts provide for personal expression allowing for the communication of feelings through positive visual representations.
4. To know that art encompasses a unique area of human existence.
5. To have an understanding of visual arts well enough to enrich life, and exhibit technical skills, creativity, and critical aesthetic thinking.
6. To learn arts instruction into their everyday lives, and eventually into the nation and the world.
7. To know that an understanding of exemplary works of art broadens and deepens historical and cultural perspective on how the past and present have had an impact on the future.

World Languages

1. To acknowledge the importance of being able to interact successfully as citizens of a global community.
2. To develop and/or maintain proficiency in more than one language.
3. To purposefully seek out and understand the perspectives of persons from diverse ethnic, social, and educational backgrounds.
4. To be able to communicate across cultures.
5. To understand and appreciate the influences in their everyday life,
6. To recognize cultural patterns, and reject stereotypes of themselves and others.

Personal/Social Development

1. To be prepared to assume increasingly complex adult roles, as well as the future roles that confront them.
2. To exhibit interpersonal skills that enables working on teams, teaching others, providing leadership, and negotiating effectively.
3. To be able to use information to cooperatively solve problems.
4. To be able to work with others from diverse cultures, use a variety of knowledge sources, and continually improve the work product.
5. To possess positive attitudes and take greater responsibility for learning related to personal and work-related growth.
6. To possess the strong personal qualities of individual responsibility, self-management, and integrity.
7. To use problem-solving strategies to make good personal decisions, effectively cope with the environment, and foster appropriate social skills.
8. To value and appreciate one's own unique abilities and be able to use them effectively in their environment.