



Course Description

Grades 7 & 8

2010-2011

It is the mission of Dodd Middle School to provide a diverse and challenging educational experience which addresses the academic, emotional, and physical needs of every student. Dodd Middle School strives to be a community that values and promotes respect, responsible behavior, communication, service to others, and life-long learning within a safe and caring environment.

ABOUT THIS BOOKLET

This guide offers a description of each course at Dodd Middle School and also attempts to answer some frequently asked questions. We hope you find it a valuable resource.

In addition to this information, you may obtain a copy of the Dodd Middle School Course of Study brochure for more detailed information on curriculum. Copies are available in the school's main office. The Dodd website is another source of valuable information. It may be accessed at www.cheshire.k12.ct.us/dodd. Many thanks to the Division Leaders, school counselors, teachers and secretaries who helped in the preparation of this booklet.

CURRICULUM

The Dodd Middle School core curriculum centers on the four basic subjects of Language Arts, Math, Science and Social Studies, and a program of Unified Arts, which includes Applied Technology, Physical Education, Art, Health, Guidance, Reading and World Languages. Band, Orchestra and Chorus are available to students who qualify. Remedial and extension programs are also available to qualified students.

TEAMING/PLACEMENT

One of the purposes of middle school teaming is to break down a large school population into smaller units and thus work more effectively with young adolescents. This school-within-a-school concept (teaming) offers a setting where teachers get to know and effectively plan for their smaller groups of students.

Students at Dodd are members of four teacher teams of 90-110. All teams are intentionally selected to be made up with students of all ability levels. These teams are equalized academically, socially and behaviorally to the greatest extent possible. All classes are heterogeneously grouped except for accelerated math classes.

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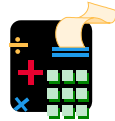
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BASIC SUBJECTS



NOTE: During the late spring, some changes may be made to the Dodd schedule. Therefore, the information in this booklet is subject to change.

LANGUAGE ARTS

Grades 7 & 8

In a democratic society, the art of communication is measured by the ability to cooperate, exchange ideas, and interact with others. Communication is basic to all relationships throughout our lives. During the course of a single day we share information and beliefs, make plans, and respond intellectually and imaginatively. In the learning environment, your son or daughter must be provided with a variety of opportunities in order to reach his or her potential as a communicator.

The Language Arts curriculum at Dodd Middle School is based on the communication needs of each student. Students have the opportunity to communicate effectively through differentiated experiences in reading, writing, speaking, listening, and viewing. In a workshop setting, students read actively using strategies to interact with differentiated text. Students select their reading materials based on their independent reading level and personal interest. They maintain a response journal to record their thinking as they read. Students write in a workshop setting offering choice and using authentic models. They maintain a portfolio that provides an authentic assessment of their reading and writing and engages them in making choices about their own literacy. Through these sustained efforts and progressive skill development in the language arts, your son or daughter will gain a greater awareness of self, the ability to communicate with others, an appreciation of his or her literary heritage, and an awareness of the contributions of others through diverse cultural experiences. These experiences include independent thinking and cooperative group interaction.



Language Arts continued

FAQ

Is grammar taught anymore?

As our understanding of language as a way of communication increases, reading and writing merge. Therefore, transformations have occurred in the traditional model of English instruction. Grammar has not been tossed out of the curriculum. The six traits of writing are a focus of writing instruction and assessment. Traits focused on are ideas, organization, voice, sentence fluency, rich vocabulary and conventions. In addition, all subject areas have been asked to hold students to a high standard of writing.

How is technology integrated into the curriculum?

Students are urged to use computer resources in many aspects of the language arts curriculum. The computer is used for composing, power point presentations; the Internet is used as an important research component for students. Teachers are using the Internet as well as document cameras in their classrooms to enrich lessons resulting in making learning more interactive.

Are students taught to use critical thinking skills?

Gone are the days when students searched for the "one right answer." Students are encouraged to think critically, form opinions, find solutions through the reading/writing connection, and to apply personal connections and reactions to text through response to literature and participation in Socratic circles.

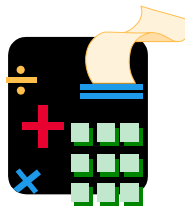
Division Leader: Sherry Stekloff

MATH

Grades 7 & 8

The mathematics curriculum develops student's knowledge, skills, and proficiency in numerous mathematical areas and topics, including problem solving, applications, algebra and geometry. The curriculum embodies the learning goals supported by the National Council of Teachers of Mathematics and the National Science Foundation. Students investigate multi-faceted, real world math applications and problems in order to develop a deep understanding of the underlying math concepts and principles. Assignments that require students to explain, justify, and communicate their strategies and solutions also reinforce these concepts and procedures.

All seventh grade students will take *Pre-Algebra* and students who are developmentally ready may be selected to pursue an *Accelerated Pre-Algebra* curriculum in seventh grade. Although the mathematical strands are the same, accelerated math will place a greater emphasis on algebraic concepts and is fast paced. Selection criteria are based primarily on standardized tests, including CMT and OLSAT. In grade eight, students will be enrolled in a middle school *Algebra* and *Geometry* course of study and accelerated math students will pursue a high school equivalent *Algebra I* course. Continued enrollment in both the seventh and eighth grade accelerated programs is dependent upon the student maintaining a B- average or better and the math teacher recommendation. Final decisions on placement are at the principal's discretion.



Math continued

FAQ

In which seventh grade course will my child be placed?

Initial placement in 7th grade is based upon CMT scores, 5th grade OLSAT scores, and 6th grade math benchmark assessments. The majority of students are placed in a rigorous, heterogeneous **Pre-Algebra** course of study. Inquiries should be made to the Math Division Leader, George York, by email prior to the start of the school year. Once the school year begins, contact your child's math teacher.

How can I help my child with math?

Be positive about math regardless of your ability or feelings. Reinforce basic math facts, assist with organization, and encourage your child to try the problem no matter the level of difficulty. Good questions and good listening will help children make sense of math and build self-confidence.

How is my child placed at Cheshire High School?

High school placement is based upon the high school placement test given to eighth graders in late January, 7th grade CMT and OLSAT scores, effort, and performance in 8th grade. Once the placement process has been completed, inquiries may be directed to Lisa Raczka in the Dodd guidance department. Changes, however, **can only be made by high school personnel**.

If a student is not enrolled in the accelerated math program, will his/her opportunities in school be limited?

No. Regardless of the middle school course in which your child is enrolled, all students may complete a four-year sequence of courses in high school, which will meet or exceed post-secondary education requirements.

Division Leader: George York

SCIENCE

Grades 7 & 8

The mission of the science division at Dodd Middle School is to help all students value science and to become scientifically literate members of a global learning community. The science curriculum at Dodd supports this mission by providing students with science lessons and units in life and physical science that teach the basic concepts, principles, and inquiry skills. Teachers use a hands-on, mind-on approach to teaching and learning that encourages students to use basic concepts and skills to investigate scientific questions and engage in experimentation.

The **seventh grade** science curriculum (Life Science) consists of three major units of study: The Study of Science, Cells, and the Human Body.

In the Study of Science unit, students learn how to use the tools of the scientist, how to make appropriate measurements in the metric system, how to develop and test a scientific hypothesis, and how to analyze results to determine accurate conclusions. The scientific method is a foundation of the study of science and continues as a theme throughout all parts of the curriculum. Structure and function is one of the unifying concepts that weave through the other components of the seventh grade curriculum. The form and function of animal cells, as well as the features and processes of the circulatory, digestive, and reproductive systems are examined in the seventh grade.

The **eighth grade** science curriculum (Physical Science) consists of four major units. These units include the study of the scientific method—a continuation from seventh grade, an introduction to chemistry, energy (heat, electricity, sound and light), and motion forces. The unifying concepts within the 8th grade curriculum are change, constancy, and measurement. These unifying concepts are woven

Science continued

Into the curriculum with lessons and problem-solving activities that help students relate content to key principles of science.

The middle school science curriculum recognizes that emphasizing scientific concepts in relationships to one another is more important than purely factual knowledge. Students achieve understanding of concepts and their relatedness with other concepts through a variety of instructional strategies, group lab work, diverse assessment opportunities, and other small and large group learning activities.

As we continue throughout the 21st century, society needs scientifically literate citizens who can be effective and informed decision makers. Dodd Middle School's science department enjoys helping students learn how to become successful learners, critical thinkers with a sense of responsibility to our global community.



Science continued

FAQ

What does the middle school science experience include?

A variety of activities, projects, research, and experimentation using laboratory equipment and various types of technology are key components of the middle school child's science experience. Learning content and how it applies to key scientific concepts and principles is emphasized.

What skills are student's learning?

In the seventh and eighth grade curriculum, observing, interpreting, comparing and contrasting, collecting data, analyzing, presenting data in various formats, writing scientifically, reading for understanding science concepts, and applying concepts to real world experiences are skills that our students learn.

Division Leader: Brian Lopez



SOCIAL STUDIES

Grades 7 & 8

The Social Studies department has developed curricula centering on the K-12 Social Studies Standards. Both seventh and eighth grades infuse the strands of history, geography, economics, political science, human behavior and culture into their studies. Each grade provides ample opportunity to integrate technological resources into the areas of study.

Grade 7 students will study the **History of Ancient Times and the Medieval World**, a time period that spans approximately 4,000 years. Students will explore the rise of villages, towns, city-states, civilizations, dynasties, empires and nations. By studying certain key societies, students will come to understand the enormous influence these societies had on the development of today's governmental, economic, political, philosophical and artistic structures.

As we investigate the technology, contributions, discoveries and inventions of various ancient and medieval communities, students will be asked to analyze the underlying and evolving systems that promoted discovery, exploration and creativity and led to the advancement of human potential.

A three-week unit will be conducted that will emphasize research skills. It will include information on how to choose a topic, develop a thesis, locate and evaluate sources, note taking, and how to write a bibliography. Plagiarism is defined and students are introduced to ways to acceptably paraphrase a passage and properly cite it. The unit concludes with introducing ways to support your thesis, edit and revise the project, and create the final product. These skills will be necessary for the eighth grade research project.

The 8th grade course is an intense study of **American History** beginning with a brief overview of the colonial period.

Study continues through the American Revolution and establishment of the New Nation. The focal point of grade eight is an intensive study of the Constitution. This includes an understanding of the original intentions of the document as well as how modern interpretations might affect American life today.

Social Studies continued

Studies continue through the Era of Good Feelings, Age of Jackson, and the Civil War and Reconstruction time periods. During the study of the Civil War time period every student will be engaged in a research project. A common theme will be assigned and students may work on their own or in small groups. A variety of project types will be offered including an individual research paper, documentary, live performance, or development of a webpage. The curriculum then continues into the rise of Big Business and the concurrent organization of labor. The course finishes with the emergence of the United States into world affairs with the Spanish American War. The strands of social studies are woven through nineteenth century people and events with a continual effort to understand current issues more fully by studying their origins. Emphasis is placed on developing student's awareness regarding citizen's rights and responsibilities in a democratic society.

FAQ

Are research assignments part of the curriculum?

Students are asked to include work beyond the scope of their tests. These could be intensive and long-range assignments or brief perusals into other types of information. The emphasis here is to develop the concept of point of view and the relative nature of the validity of various sources.

Is there any opportunity within the social studies program to extend learning beyond the regular curriculum?

Dodd Middle School students will participate in a Social Studies based research program. Seventh grade teachers will present a research skills unit and a common research project will be assigned in eighth grade. It requires that students, working singly or in small groups, research, develop and present an approved thesis that expands an established theme. Research opportunities are not limited to this assignment.

Division Leader: Patricia DiGiacomo

UNIFIED ARTS



NOTE: During the late spring, some changes may be made to the Dodd schedule. Therefore, the information in this booklet is subject to change.

APPLIED TECHNOLOGY

Family & Consumer Sciences and Technology Education

Grade 7

Each 7th grader will take Applied Technology courses every other day for one semester. Course time will be divided among four areas: Culinary Arts, Computer Software Applications, Computer Design Programming, Invention and Innovation.

Each curriculum area provides opportunities for developing problem solving and decision-making skills. Students work as teams or partners to explore a variety of software and technology skills for everyday living.

Culinary Arts: Areas of focus include correct use of equipment and utensils for food preparation, proper measuring methods, food safety, sanitation, and basic cooking terms.

Computer Software Applications: Students gain proficiency with word processing, spreadsheet, and presentation software-specifically creating an organized and properly formatted document in WORD, performing calculations and create graphs for data analysis in EXCEL, and designing thoughtful and engaging presentations in POWERPOINT.

Computer Design and Programming: Students explore concepts of bridge design, including the forces of compression and tension and how truss, beam and suspension bridges accommodate these forces. Students load test and redesign bridges to optimize their designs to work effectively. Students also explore developing educational animation and programming related to facts, concepts and big ideas learned in class.

Invention and Innovation: Students explore the role of inventors in our society and how thinking outside the box can drive innovation.

**Applied Technology continued
Family and Consumer Science and Technology Education**

Students explore the positive and negative impacts of technology with a focus on transportation technologies. Student driven hands-on activities such as designing and building mouse trap cars, gliders, and magnetic levitation vehicles guide student understanding.

Grade 8

All 8th grade students will rotate through the four courses of Applied Technology every other day with one quarter in each course:

Culinary Arts Enterprise
Electronic Communication Technology
Robotics/Computer Design
Engineering and Production

Each curriculum area provides opportunities to expand problem solving, decision-making and technology skills in current topics pertinent to middle school students.

Culinary Arts Enterprise: Students will focus on basic meal preparation skills with an emphasis on healthy ingredients and fresh seasonal produce, nutritional analysis and pricing, and economics of food.

Electronic Communication Technology: Students will learn how to communicate appropriately and effectively through the use of computer technology. Through the use of audio and video editing software students will create pod/vodcasts around various topics of interest and then promote their shows through the creation of individual/group websites, blogs, and/or wiki posts.

Robotics/Computer Design: Students work in teams to design, build and program robots (one half of the marking period.) Students will

learn to use sensors with their robots to gather data from their environment to complete specific tasks and/or missions.

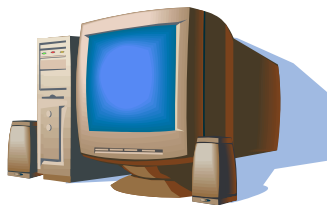
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**Applied Technology continued
Family and Consumer Science and Technology Education**

Students explore human interaction with robots through stories, movies, and public media. In addition students will explore how software can be used to communicate and clarify design ideas. Students will choose from a variety of design/drawing software programs to create 3D products as part of their design portfolios which will be presented to the class.

Engineering and Production: Students will explore the Universal Systems Model used by engineers to design products to meet the needs of the consumers. Using CAD (computer aided drawing software) production tools and equipment, the students design, test, and modify a Rube Goldberg device to demonstrate their understanding of the engineering design process.

Department Head: Steve Trifone



ART

Grades 7 & 8

The seventh and eighth grade visual arts curriculum is a sequentially taught course of study based on the State and National Standards for art education. Each program is a half year course that incorporates a wide range of art disciplines such as drawing, painting, three-dimensional design, graphic arts, and technology.

Though the creation of visual imagery is fundamental to the program, students will also develop the ability to select art media, art techniques, and processes while learning to reflect, analyze, and evaluate their work as well as the work of others. All lessons place a strong emphasis on the understanding and utilization of the elements and principles of designs. Students will continually be encouraged to consider a range of subject matter, symbols and ideas for each assignment. An appreciation of the visual arts and its connection to history and culture will be taught as it relates to art production.

FAQ

Who takes Art?

Art is a required course for all seventh and eighth grade students. Classes are grouped heterogeneously.

How often do students meet?

Students have art class every other day (half year) for approximately 40 minutes per session in both 7th and 8th grade.

What is required?

Students are expected to work on each assignment to the best of their abilities, following the guidelines stated in the assignment specific rubric. Ample time is given in class for each assignment, and students are expected to complete their work by the assigned due dates.

How are students assessed?

Art is a required course and students will receive a letter grade on their report card. Grades are derived from assignment specific rubrics, journals, written evaluations, work habits and quizzes

Department Head: Michael Earley



HEALTH

Grades 7 & 8

Grade 7: Based on the State and National Standards, health covers a wide variety of topics. Areas of concentration include disease prevention, human growth & development, substance abuse prevention, nutrition and respect. The importance of taking responsibility for one's own health is a primary focus of the grade 7 course.

Grade 8 Health introduces a wide variety of topics that will be the foundation for Gr. 9-12 Health classes at Cheshire High School. The major topics discussed are Mental/Emotional Health Issues, Human Growth and Development Issues, Substance Abuse Prevention, Harassment Prevention and Bullying Prevention.

Who takes health?

All 7th and 8th grade students are required to take Health classes. Students take health every other day for one semester in both 7th and 8th grade.

Is the class graded?

Yes.

Is Health mandated by the State?

Specific Health Education topics are mandated for K-12 students. Our curriculum offers these topics in a developmentally appropriate sequence reflecting state and national standards. Every student is required to receive substance abuse prevention education each year.

Department Head: Cathy Sullivan

MUSIC

Grades 7 & 8

Band and **Orchestra** are elective courses and consist of two equally important components: **large group rehearsals** and **required, small group lessons**. Large group rehearsals are scheduled every other day during the Elective Enrichment period. Small group lessons are conducted for the purpose of developing further musical and technical ability and to allow for proper assessment and evaluation of each student. **Lessons are scheduled during the school day on a rotating basis. Students will miss each regularly scheduled class approximately once every four or five weeks to attend lessons.** Attendance at lessons is required for all students taking either band or orchestra. Please be sure you understand this requirement before selecting these two courses.

Chorus is an elective course and is designed to train the young singer as both a vocalist and a musician. Students will rehearse and perform standard choral repertoire in a variety of musical styles, including world music and pieces representing the historical periods. Curriculum goals include proper vocal technique (posture, breathing, tone and diction), ensemble technique (intonation, balance, blend), choral vocabulary and music literacy skills. Students will develop facility in sight-reading using the solfege system. In addition to winter and spring concerts, there will be opportunities for collaboration concerts with elementary choirs and community performances. Choral students are eligible to sing with the Dodd Chamber Choir, a non-audition ensemble which meets after school and performs in the spring only.

Winter and spring evening concerts are scheduled for all musical groups. Students meeting performance and behavioral standards for each group will be invited to participate in these performances.

Enrollment in music classes at Dodd is a full year commitment.

Music continued

FAQ

May my child choose more than one performing group?

Yes.

May my child join the Band or Orchestra without any previous playing experience?

No. At least one year of experience with a band or orchestra instrument is required, and two years is preferred. Enrollment in band and orchestra is subject to the recommendation of your child's present instrumental teacher.

Do students receive a grade in Band, Orchestra, and Chorus?

Yes. Students are assessed and graded in Band, Orchestra, and Chorus just as they are in all subject areas at Dodd.

Will my child be required to come after school for any rehearsals?

There are no requirements outside of the school day except for the performances and home practice. However, all three subject areas offer small ensembles that students may opt to join.

Department Head: John Kuhner



PHYSICAL EDUCATION

Grades 7 & 8

Physical Education is a developmentally appropriate, sequential program that provides students with the knowledge to understand the importance of physical activity, and the opportunity to participate in a wide variety of activities. The students will be taught skills that enable them to develop and maintain a healthy level of physical fitness throughout their lifetime. Students will participate in numerous team and individual sports, physical fitness and lifetime leisure activities, and adventure programs that reflect and challenge their need for physical, intellectual, emotional and social growth. Through Physical Education the students will have the opportunity to practice and develop movement skills, lifetime skills, problem solving and decision making techniques, and enhance their self esteem. They will also be provided with the opportunity to apply rules, and strategies of play for a variety of games and activities.

All students are encouraged to participate to the best of their ability in all activities. The physical education environment encourages respect for individuals, where students assume responsibility for their actions and behavior through positive participation, and good sportsmanship.

Fall:

Soccer	Speedball
Flag Football	Field Hockey
Ultimate Frisbee	Fitness
Pickleball	Recreational Games

Winter:

Gymnastics	Weight Training
Basketball	Badminton
Volleyball	Project Adventure
Floor Hockey	

Physical Education continued

Spring:

Softball	Track and Field
Tennis	Archery
	Lacrosse

Course Requirement

Uniforms (shorts, T-shirts, white socks and sneakers) must be worn to all physical education classes. Physical education classes meet every other day all year in both 7th and 8th grade.

Additional Programs

Intramurals are offered throughout the school year. A variety of activities are scheduled. Participation in these programs is elective.

Interscholastic sports are offered throughout the year during the three sport seasons. Participation in these programs is elective and selective depending on the sport. The following sports are offered:

Fall:	Winter:	Spring
Cross Country	Girls' Basketball	Girls' Track
Field Hockey	Boys' Basketball	Boys' Track
Girls' Soccer	Cheerleading	Baseball
Boys' Soccer		Softball
Volleyball		

FAQ

Why uniforms?

Uniforms are required for safety (no pockets for implements), freedom of movement and personal hygiene.

Where are uniforms purchased?

Students order their uniforms in 6th grade before summer recess. Replacement uniforms may be purchased from the physical education staff.

Department Head: Cathy Sullivan

READING

Grades 7 & 8

Strategic readers know how to think about text by activating prior knowledge before reading, deciding what is important in a text, synthesizing information, drawing inferences during and after reading, asking questions, and self monitoring and repairing faulty comprehension. They develop and utilize a repertoire of before, during, and after reading strategies, which are applicable to all content areas. Developing active independent learners is the goal of Dodd's reading program.

Each student is scheduled for one of the following reading classes during his/her seventh grade year based upon need. In addition, selected students participate in a literacy support or reading class during their eighth grade year. All reading classes are part of each student's unified arts selections and include test taking strategies that mirror the Connecticut Mastery Test and offer structured reading opportunities beyond the student's basic subjects.

Developing and Applying Information Research Skills-This seventh grade class meets every other day for 90 days (45 sessions over two marking periods). This course, conducted by the school's librarian, focuses on developing skills in the following areas: source selection, note taking, organization of information, and presentation. Three to four research assignments will be completed over the semester.

Literacy Support- This program meets every other day or every day (according to student need) in both seventh and eighth grades for the full school year. These classes of two to eight students provide opportunities to reinforce decoding skills, learn and practice literal and inferential reading skills, develop a stronger reading vocabulary, and acquire strategies for reading fiction and nonfiction. The teacher uses motivational materials, books appropriately leveled for each student, and direct strategy-based instruction to improve each student's confidence and attitude toward reading. Additionally, each student's individual needs are met using scientifically researched based interventions.

Reading continued

Reading - This seventh grade class meets every day for the whole school year and focuses on improving students' decoding, fluency, vocabulary and inferential and critical comprehension skills using scientifically research based reading intervention strategies. Appropriate reading materials are provided to promote motivation and a lifelong love of reading.

Book Bistro-In addition to the above reading classes, many students participate in Book Bistro, a sustained silent reading program. The objectives of Book Bistro are to encourage enjoyable independent reading, help students see themselves as competent readers, and provide an opportunity to share their books with others. Creating enthusiastic as well as proficient readers is the goal of Book Bistro.

FAQ

How are students selected for Enriched Reading and Research and Literacy Support?

Students are selected for these two programs using teacher nominations and scores from the CMT and OLSAT.

How does the literacy support program and reading program class fit into the grade 7 and 8 schedule?

Students take literacy support (reading intervention) instead of world language. In some cases, according to student need, reading class may replace selected UA classes.

Do students earn grades in their reading classes?

Yes, students in all reading classes earn grades. The Student Agenda explains the weight of the grade and how it impacts each student's GPA.

Are these classes in addition to the Language Arts classes?

Yes. In seventh grade, students have both a Language Arts class and an additional reading class tailored to fit their reading needs.

How are the skills from the reading classes transferred to the content area classes?

The reading teacher and the language arts resource teacher work with both students and teachers to extend the before, during, and after reading strategies into all subject areas in both seventh and eighth grade.

Division Leader: Kristin Papa

WORLD LANGUAGES

Grades 7 & 8

Dodd's World Language program will provide qualified students a two-year language study in grades 7 and 8 resulting in the completion of a High School year one equivalent in the language of their choice – French, German, Spanish, or Latin. At the end of grade eight, all students successfully meeting the high school world language prerequisite will be eligible to study year two of that language in high school and/or they may begin year one of another language. Students who do not meet the reading proficiency requirement will be placed in a literacy support or other appropriate reading class in lieu of world language.

The World Language program at Dodd has been designed to meet the needs and abilities of middle level students. A four skill (listening, speaking, reading and writing) proficiency-based approach is used. In this program, the learner is encouraged to speak the language, develop projects, and experience the culture. Studying another language also helps the learner better understand his or her own language and culture and allows him/her to see progress and accomplishment in acquiring new skills.

Students are encouraged to continue their study of world language in high school. If a student wishes to study two world languages in high school, he or she is also encouraged to do so.

FAQ

Can a student choose the language they wish to take?

Yes. However, depending on teacher availability and student requests, some students may not be placed in their first language choice.

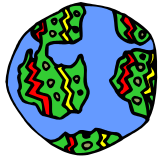
World Languages continued

If my child does not meet the reading proficiency requirement can he/she still take a world language?

No. The Literacy Support Program is scheduled during the same time as world language and it is important that students gain proficiency in their own language before pursuing another world language.

How often does this class meet?

All high school equivalent world language classes meet every other day for the year in 7th grade. In 8th grade, these classes meet every other day for one semester and daily for the other semester.



Department Head: Artur Branco

ENRICHMENT PROGRAMS

Grades 7 & 8

Students not taking band, orchestra, chorus or Learning Strategies participate in a Book Bistro Course. This class is designed to give students the opportunity to engage in reading for pleasure. Teachers model how they select reading material and may organize reading activities such as class plays or discussion groups.

FAQ

If a student is struggling with other academic work must he/she take elective courses?

Students who are struggling academically may be offered assistance during the elective period. This will be determined by their basic subject teachers.

GUIDANCE

Description

Grades 7 & 8

The Dodd Guidance Program is a comprehensive program that includes classroom lessons (delivered through 11 class sessions in both 7th and 8th grade), small group sessions and individual counseling. Each child participates in a series of classroom lessons that deliver a developmentally appropriate curriculum. The grade 7 curriculum focuses on issues of respect, bullying, self-esteem, peer pressure and decision making. In grade 8 the curriculum concentrates on effective decision-making skills, positive interactions with others, personal goal setting, self-interest inventories and career exploration.

All guidance classes are structured with interactive activities and discussions which promote open discussion as well as personal reflection.

The guidance department also offers support group counseling to students who need assistance in academics, dealing with family divorce, peer pressure, stress management, anger management and conflict resolution, and developing healthy relationships.

As part of our developmental program, counselors meet with students individually and discuss issues of concern regarding academics, social matters, personal issues, or future plans. Our motto is: ***If it's important to you, it's important to us***, and we practice this at all times. Please call whenever you have questions or concerns and encourage your child to do the same.

Guidance continued

FAQ

How do parents and students make guidance appointments?

Parents may call the guidance department at 272-2587 and request an appointment or return call from their child's counselor. You may also use email by accessing the Dodd web page at www.cheshire.k12.ct.us/dodd and clicking on the counselor's name.

Students may make an appointment by stopping by the Guidance Office before school, after school, before lunch, during lunch or after lunch. They may also request a pass from one of their teachers.

How are students selected for guidance groups?

Students needing assistance with particular problems often benefit from peer group interaction. Students may opt for group counseling in selected areas by signing up for these groups. Parents and teachers may also recommend students for groups. Parental permission is always required for participation.

Team Leader: Donald DeLorenzo



LEARNING STRATEGIES

Grade 7

The learning strategies curriculum is a one semester course offered to most incoming seventh graders. The objective is to equip students with strategies to become more independent and active learners. Throughout the semester students will explore: strategies that assist in effective use of the agenda, how to organize binders and lockers, time management strategies, reading strategies, note taking strategies, test preparation and test taking strategies, and much more. The classes are structured in a way that allows students to actively investigate these topics, apply the various strategies to all classes and reflect on the importance of the application of the strategies to better their academic experience.

FAQ

Is Learning Strategies a Study Hall?

No. Learning strategies class requires that the teacher be actively involved with the entire class. Each lesson is designed to be an interactive approach to learning.



SPECIAL EDUCATION

Student Support Services

Grades 7 & 8

Dodd Middle School provides a continuum of services to support the learning, behavioral and social/emotional needs of identified students. A Planning and Placement Team is responsible for developing individualized education plans which are delivered by the general education, special education, and support staff to meet the specific needs of each child. Parents are an integral part of this important educational process at the grade 6 transition PPT meetings held in the spring. If you have any questions, please contact Stephen J. Proffitt, Supervisor of Special Education, Grades 7-12 at 272-3249.



**Supervisor for Special Education Services, Secondary Schools:
Stephen J. Proffitt**

NOTES