

# **WILLIAM R. SATZ SCHOOL**

## **PROGRAM OF STUDIES**

**2024-2025**





# **HOLMDEL TOWNSHIP PUBLIC SCHOOLS**

*“A COMMITMENT TO EXCELLENCE”*

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**MR. JAMES BRUCE**  
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# ACADEMIC PROGRAMS

## English

**Writing Lab** The purpose of the course is to supplement writing skills and instruction that students learn and practice in their English classes in meaningful contexts that are both creative and academic in nature. This program will serve to reinforce writing standards as students pursue meaning-making and establishing their own voice in their writing across various genres and topics. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core English class. **This course is required for any student earning an average lower than 75 in the previous semester or by recommendation.**

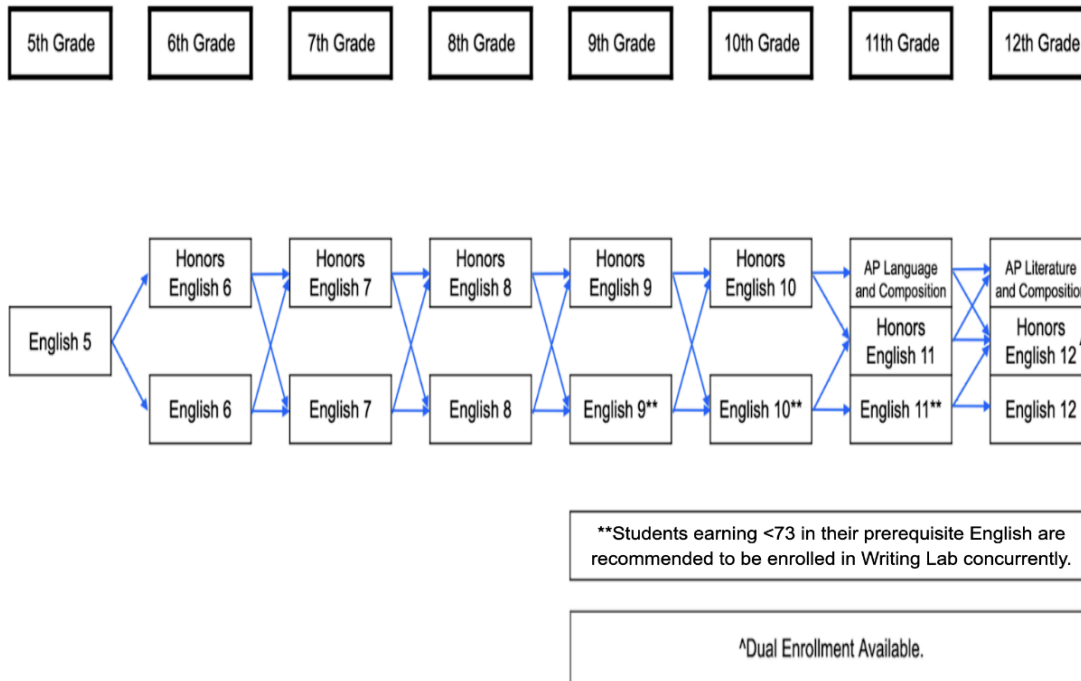
**English 7** - This course is designed to build upon students' previously learned literacy skills in order to encourage deeper comprehension of print and digital texts of various genres. Each thematically driven unit includes vocabulary instruction, and each complementary writing unit includes grammar instruction. Student writers learn to effectively use the literary techniques they come to appreciate while reading works of literature when crafting their own writing.

**Honors English 7** –The Honors English 7 course is designed to meet the same objectives as those taught in our 7<sup>th</sup> grade English curriculum at much higher levels of intensity. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace in accordance with students' mastery of prerequisite knowledge and skills. *Students must meet the placement criteria to register for this course.*

**English 8** – This course is designed to strengthen students' critical reading skills through the study of classic literature, contemporary fiction and nonfiction works. Each thematically driven unit draws upon multiple genres, includes vocabulary instruction, and provides opportunities for students to respond to text in a myriad of ways. Writing units are designed to expose students to the unique characteristics of narrative, informative, explanatory and persuasive writing genres, as well as provide opportunities to effectively apply grammar skills.

**Honors English 8** – The Honors English 8 course is designed to meet the same objectives as those taught in our standard 8<sup>th</sup> grade English curriculum at much higher levels of intensity. This may mean alternative texts, broader expectations for literary analysis, and an accelerated pace in accordance with students' mastery of prerequisite knowledge and skills. *Students must meet the placement criteria to register for this course.*

## Typical English Course Sequences 2024-2025



## Mathematics

**Math Lab** - This combined Grade 7 and 8 course is designed to strengthen students' core math skills while nurturing number sense, creative problem-solving, and mathematical communication. This course offers a structured approach to develop a strong mathematical foundation and encourages critical thinking. Students will regularly engage in collaborative activities as well as receive individualized support to excel in their core math class. **This course is required for any student earning an average lower than 70 in the previous semester or by recommendation.**

**Mathematics 7** – This course introduces students to algebraic and geometric concepts, priming them for high school math courses. Topics include rational numbers, algebraic expressions, equations, probability, statistics, and geometric principles like angle relationships and area/volume calculations. Through dynamic lessons and problem-solving tasks, the course fosters improved mathematical reasoning, critical thinking, and practical application of math in real-world contexts.

**Honors Mathematics 7** – At the Honors level, this course elevates foundational skills while delving into advanced algebraic and geometric concepts, laying the groundwork for upper-level math studies. The curriculum covers rational numbers, algebraic expressions, equations, probability, statistics, and geometry principles like angle relationships and area/volume calculations. Engaging lessons and challenging problem-solving tasks cultivate heightened

mathematical reasoning, critical thinking, and the adept application of mathematical principles.

**Mathematics 8** – This course builds on the concepts learned in previous math courses, exploring topics in algebra and geometry such as equations, functions, introductory quadratic equations, congruence, similarity, and the application of the Pythagorean Theorem. Emphasizing heightened reasoning skills, the course prompts students to cultivate advanced problem-solving techniques and a more profound grasp of mathematical principles.

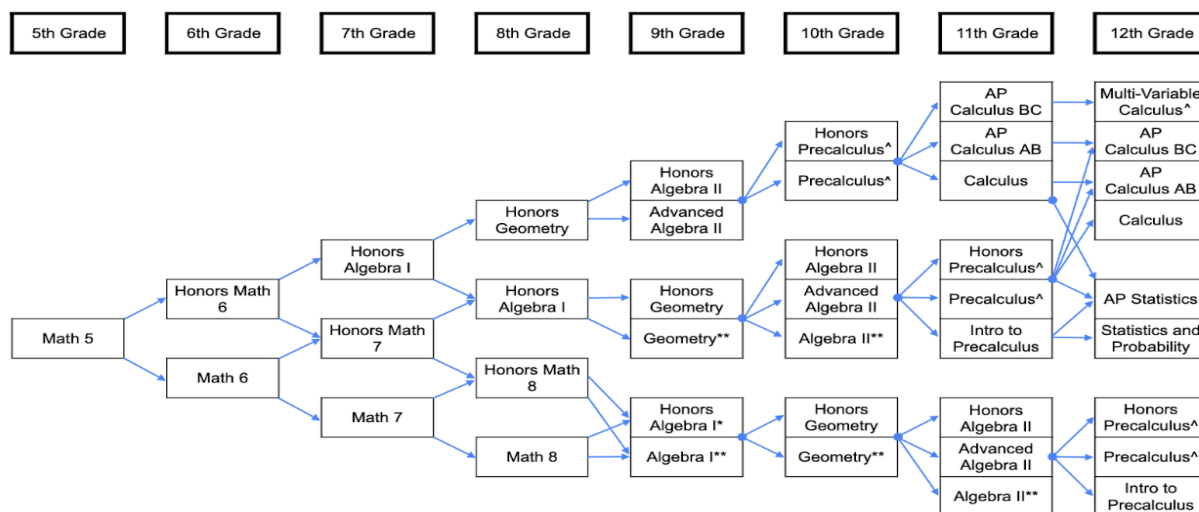
**Honors Math 8** – Students engage in a high-level exploration of both algebraic and geometric concepts, preparing them for a rigorous high school mathematics course of study. The curriculum covers topics in algebra and geometry, including equations, functions, an introduction to quadratic equations, congruence, similarity, and the Pythagorean Theorem applied in challenging contexts. This course demands a high level of reasoning, encouraging students to develop advanced problem-solving strategies and a deeper understanding of mathematical principles. *Students must meet the placement criteria to register for this course.*

**Honors Algebra 1** – Students study algebraic topics in preparation for a high school honors mathematics program leading to Advanced Placement mathematics courses and beyond. Topics include expressions, equations, functions, rational numbers, linear equations, graphing, polynomials, factoring, rational expressions, radical equations, quadratic equations and related verbal problems. *Students must meet the placement criteria to register for this course.*

*Please Note: Honors Algebra 1 serves as a prerequisite for several different courses on the high school level beyond 9<sup>th</sup> grade. Please communicate with your child's guidance counselor about how this class may affect future course selections.*

**Honors Geometry** - Emphasizes high level conceptual thinking skills. Topics include complex proofs, solid figures, angle relationships, lines, planes, triangles, similar polygons, circles, coordinate geometry, areas of polygons and circles, areas and volumes of solids, and transformations. *Prerequisite:  $\geq 86$  in Honors Algebra*

### Typical Mathematics Course Sequence 2024-2025



\*This course will be offered starting in the 2025-26 school year.

Honors Algebra II or Advanced Algebra II and Honors Geometry or Geometry may be taken concurrently for students wishing to accelerate. Final course grade  $\geq 93$  in Algebra I or Honors Algebra I, and recommendation from Math Supervisor is required.

\*\* Students earning  $<73$  in their prerequisite math are recommended to be enrolled in Math Lab concurrently.

AP Statistics may be taken concurrently with on-level or higher Precalculus or Calculus in 11th or 12th grade.

^Dual Enrollment Available.

## Health and Physical Education

**Health Education** – Through a multi-faceted program which is an integral component of the entire curriculum, Health Education will provide students’ intellectual, physiological, emotional and social dimensions relating to the decisions that affect their personal, family and community well-being. Topics addressed in this course include, but are not limited to, first aid & safety, health & wellness, personal lifestyle habits and genetics.

**Physical Education** – Physical Education centers on the basic applications of team and individual sports, physical fitness and the benefit of physical activities throughout one’s life. Emphasis is placed on game rules, fundamental skill areas and safety standards through daily participation.

## Science

**Science 7** – Students explore concepts of physical science and life science. Unit topics include chemical reactions, matter, energy, body systems, and genetics. This course develops an understanding of science and engineering practices through hands-on investigations and sensemaking routines.

**Science 8** – Students explore concepts of earth, life, and physical science through the study of evidence of common ancestry, selection and adaptation, stability and change on Earth, human impacts on Earth systems, relationships among forms of energy, thermal energy and the electromagnetic spectrum. This course develops an understanding of scientific principles and experimentation through hands-on investigations and sensemaking routines.

## Social Studies

**Social Studies 7** – This course enables students to appreciate, understand and demonstrate knowledge of the economic, geographic, political, historical, and social forces that shaped the emerging American nation. Students will be able to relate their learning to contemporary issues with a focus on active citizenship and the role it plays in a representative democracy.

**Social Studies 8** – This course consists of a historical and cultural survey of the origins and development of world cultures, beginning with the rise of the medieval world. Emphasis is on political, social, economic, and technological developments, as well as the concept of historical change. The relevance of history will be stressed as students study historical developments and make connections between the world of yesterday and the world of today.

## Technology Education

**Technology Education 7** – This course, required for grade 7 only, prepares students to live and work in the 21st century through the integration of science, technology, engineering, and mathematics (STEM). By combining the current Technology Education Program with an emphasis on STEM, students will gain an even broader exposure to current trends in Technology Literacy Education.

## World Languages

**Intro to Chinese** – Seventh grade Chinese is a beginning language course in which students learn to speak, listen, read and write modern standard Mandarin, Pinyin transcription, some basic Chinese characters and Chinese grammar. The emphasis of the course is on active learning in communicative settings with a variety of language activities including games, dialogues and oral presentations.

**Chinese 1** – Eighth grade Chinese continues from where the seventh grade Chinese course left off. Greater emphasis is placed on mastery of the Chinese language with basic skill development and everyday vocabulary. Focus is on pinyin for phonetics, dialogues, basic grammar and introduction of Chinese characters. Cultural topics are included. **\*This is a HS level 1 course.**

**Intro to French** – This course, for grade 7 students only, provides an introductory look at the French language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.

**French 1** - Eighth grade French is a communicative course emphasizing the three modes of communication; Presentational, Interpretive and Interpersonal. The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a natural approach to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as noun/adjective agreement, present, near future and past verb tenses, explores cultural and historical aspects of France in an enjoyable and clear manner. **\*This is a HS level 1 course.**

**Intro to Italian** – This course, for grade 7 students only, provides an introductory look at the Italian language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.



**Italian 1** - The course uses a thematic curriculum and is aligned to the latest national and state World Languages standards. The use of differentiation and implementation of a natural approach to second language acquisition allows for the development of authentic meaningful educational experiences. The course covers grammatical structures such as parts of speech, present and past verb tenses, explores cultural and historical aspects of Italy in an enjoyable and clear manner. **\*This is a HS Level 1 course.**

**Intro to Latin** – Seventh grade Latin is a beginning language course designed to briefly introduce students to Roman civilization and its influence on the languages, customs, and aesthetics of the Western World. Students will learn basic proficiency in Latin vocabulary, word order, and case usage.

**Latin 1** - Eighth grade Latin Introduces the Latin language and Roman culture. Vocabulary development through the knowledge of Latin roots, prefixes, and suffixes. The grammatical focus will be Latin word order, case usages, concepts of declension and conjugation; development of basic reading and writing skills in Latin through a continuous storyline which follows the adventures of the well-known Pompeian banker Lucius Caecilius Iucundus. Cultural focus: includes many real-life stories based in ancient Pompeii and Roman Britain. **\*This is a HS Level 1 course.**

**Intro to Spanish** – This course, for grade 7 students only, provides an introductory look at the Spanish language. Students will develop basic oral proficiency, acquire vocabulary, and comprehend grammatical structures. They will be given the opportunity to acquire and work with the language as it is spoken and written in the target culture. The emphasis will be on the spoken language.

**Spanish 1** - This course continues to strengthen student performance in the three modes of communication introduced in 7th grade. Its purpose is to further develop student proficiency in the language and culture using a thematic curriculum and the development of authentic meaningful educational experiences. The grammatical focus continues to build upon vocabulary development, verb tenses and usage and increased proficiency through the integration of content from various subject areas while infusing cultural awareness. **\*This is a HS level 1 course.**

## **ELECTIVE PROGRAM**

**Advanced Art (Grade 8 only)** - This course is an elective opportunity for students who, having already taken Art in Grade 7, desire a deeper and more rigorous experience in the visual arts before moving on to their high school program of study.

*Course Length: 1 marking period*

**Advisory Period** - This course will focus on study-skill and test-taking strategies, and will allow students additional time for personal study and/or academic preparation including, but not limited to (when appropriate), make-up testing and teacher/counselor visitation.

*Course Length - 1 marking period*

**Argument and Debate (Grade 7 only)** - This course, required for grade 7 only, will focus on the strategies used to develop strong arguments based on claims supported by reputable evidence and sound reasoning that can then be forcefully debated. With an emphasis on constructing viable arguments and critiquing the reasoning of others, this course will use topics of high student interest to reinforce best practices in reading, writing, speaking and listening, and will serve as a useful supplement to all other disciplines.

*Course Length: 1 marking period*

**Art** – This course will provide the students with an opportunity to use problem solving skills in project design. Some of the objectives include teaching students to be able to demonstrate their increased skills in drawing and identify the elements of design to incorporate them into original 2 and 3 dimensional works of art. Additionally, students will continue to expand their understanding of color theory and the uses of color in art, compare and contrast the uses of the elements of design in 2 and 3-dimensional art, and demonstrate knowledge of the process of critique.

*Course Length: 1 marking period*

**Band** - This course is an instrumental performing group that emphasizes participation in school concerts, activities and community events. Band welcomes students who can read music, play an instrument and are interested in performing.

*Course Length: Full-Year*

**Biotechnology (Grade 8 only)** - Biotechnology is a technology that involves the use of living organisms. Biotechnology is mainly used in agriculture, food science, and medicine. In Biotechnology, living organisms are used to make useful chemicals and products or to perform an industrial task. As such, this course focuses on the technology that utilizes biological systems, living organisms or parts of this to develop or create different products.

*Course Length: 1 marking period*

**Chorus** - This course promotes knowledge, interpretation and performance of a high quality repertoire, appropriately chosen for the ability level of this mixed ensemble. Chorus welcomes students who are interested in singing various styles of music, learning vocal techniques and the fundamentals of sight singing. The class is performance oriented. All participants are expected to perform in school concerts and/or activities.

*Course Length: Full-Year*

**Content Creators** - Content creators are anyone who makes or publishes digital content. They use their digital platform to create an audience. Bloggers, online publishers, newsletter authors, podcasters, YouTubers, course creators, video game streamers, and social media influencers all fall in the "content creator" bucket. This course will teach students how to safely and properly utilize digital platforms to create content for an audience.

*Course Length: 1 marking period*

**Creative Media** - This course will introduce aspiring writers to the techniques that masters of fiction use to ground a story in a concrete world that ranges from the most realistic to the most fantastical. Writers will explore a mix of traditional mediums and newer 21st century digital mediums (e.g. podcasting, graphic design and video) when publishing their literary work.

*Course Length: 1 marking period*

**Culinary Arts** – By the end of this course, students will have a better understanding of basic culinary principles and techniques, and will feel more comfortable in the kitchen. Students will learn to follow recipes and prepare simple snacks and breakfast foods and will learn to serve and enjoy them. Safety and sanitation in the kitchen will be a major focus.

*Course Length: 1 marking period*

**Dance** - This survey course is aimed at students with interest in this performing arts discipline. Units of study will focus on improvisation and composition, performing movements, and incorporating social, historical, and cultural themes and choreographic devices.

*Course Length: 1 marking period*

**Earth, the Environment and Humanity** - In this introductory course to Earth Science and Ecology, students will learn about the makeup of the Earth, the rock cycle, local ecology, succession and population growth/carrying capacity and alternative farming practices.

*Course Length: 1 marking period*

**Finding the Science in Science Fiction** - Using the novel *The Martian*, by Andy Weir, students will enrich their literacy skills while investigating the accuracy of science through interactive simulations and hands-on experience with labs.

*Course Length: 1 marking period*

**Forensics** - This is an investigative course where students learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. Students play the role of an investigator to evaluate physical, chemical, digital, and eyewitness evidence and determine the likely perpetrator of staged classroom crimes.

*Course Length: 1 marking period*

**Game Design** - Students will explore the basics of digital game design and the systems that make up a well designed game. Knowing how to put together a successful game involves system-based thinking, problem solving, collaboration, art, storytelling, and digital media literacy. Through the

Game Design Process, students will learn to think analytically and holistically and use the principles of game design to create their own game. No programming experience necessary.

*Course Length: 1 marking period*

**Game Design 2 (Grade 8 only)** - In this course, students will build on their knowledge of video game design, including the core game design elements. Students will program video games using various software, which may include scratch, coding with minecraft education edition, or a comparable learning software. Students will leave the course with a stronger understanding of the programming involved in video game design. Students will also build on their knowledge of video game careers to see how they can have a career related to video games.

*Course Length: 1 marking period*

**Graphic Novels** - This class would seek to expand students' understanding of and appreciation for graphic novels as a literary and artistic format for expression.

*Course Length: 1 marking period*

**Music** – This course will offer students the opportunity to explore the role that music plays in Western and non-Western society, and allow them the opportunity to compose and create music through a variety of enhanced hands-on activities and projects. Using a variety of compositional tools and technologies, students will learn to listen critically to music and make informed critique and analysis.

*Course Length: 1 marking period*

**Mysteries in History** - This course will introduce students to the basics of the historian's craft by focusing on some enduring mysteries in American, Ancient, and World History. The teaching method for this course will be inquiry-based, with student choice, and will focus on the similarities between historians and detectives.

*Course Length: 1 marking period*

**Mythology** - The course will take students on a journey through the tales of world mythology and its modern reception. Students will grow their knowledge of world cultures and history and broaden their perspectives by reading and studying mythology. Students will be exposed to examples of oral and written myth, famous artwork, and various examples of modern references to myths in literature along the way. Students will use the myths as inspiration for their own creativity as they grow their literacy, communication, and other important skills through a project based approach.

*Course Length: 1 marking period*

**Robotics (Grade 8 only)** - The objective of this course is to introduce the student to basic programming as well as problem solving strategies using robotics and automation. Students will have the chance to explore a wide variety of topics to gain an understanding of how robotics can

impact their daily lives. Students will work hands-on in teams to design, build, program and document their mechanical systems and apply those skills to real world applications. Each student will learn how to send and receive commands to and from a robot using various sensors and components to test and evaluate their solutions.

***Prerequisite: Game Design and Tech 7***

***Course Length: 1 marking period***

**Technology, Engineering and Design (Grade 8 only)** - This course prepares students to live and work in the 21st century through the integration of science, technology, engineering, and mathematics(STEM) and careers. The students will utilize the Engineering Design Process to solve challenges related to an area of Technology/Engineering. Some example projects may include CO2 dragsters, catapults, manufacturing a product, and 3D printed design projects.

***Course Length: 1 marking period***

**Theater** - This survey course is aimed at students with interest in this performing arts discipline. Units of study will focus on The Fundamentals and Basics of Theater, Creative Expression, Historical & Cultural Context, and Aesthetic Valuing.

***Course Length: 1 marking period***

**Standing Up to Intolerance (Grade 8 only)** - This course, required for grade 8 only, not only provides a basic narrative of events and movements, but also aims to achieve several goals. The goals of this course are (a) to develop an understanding of some of the principal themes in Holocaust and Genocide Studies, (b) to evaluate the reasons for the continued cases of genocide into the twenty-first century, and (c) to refine the ability to think critically about status, rights, and opportunities in societies around the world, so that students gain an understanding of the ramifications of prejudice, racism and stereotyping, and what it means to be a responsible and respectful person through the acceptance of diversity in our pluralistic society.

***Course Length: 1 marking period***

## **SPECIAL SERVICES**

The mission of the Special Services Department in the Holmdel School District is to maximize student success in the general education program and on state assessments required for graduation, offering a range of educational programs and/or related services in accordance with individual needs.

The Special Services Department at W.R. Satz School supports this mission by cultivating an educational setting that provides students with enriching learning experiences, and by ensuring that any accommodations made are consistent with the identified needs of students, are reflected

in their Individualized Education Plans (IEPs), and are implemented cohesively into their educational program.

To facilitate the execution of this mission, services are designed for students in the context of the least restrictive environment and include a continuum of placement options such as general class placements with support, resource centers, special class programs, and specialized placements. The frequency and duration of a student's participation in each program is based on the identified needs of the Individual Education Plan.

Additional information can be obtained from the Special Services Department directly at (732) 946-1186.

## **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 sets forth the requirement that no qualified student with a disability shall, on the basis of said disability, be denied services and access to general education. Rather, the law ensures that a school district provides the full range of reasonable accommodations necessary for such students to participate in, and benefit from, public education programs and activities.

Section 504 protects all students with disabilities who have “a physical or mental impairment that substantially limits one or more major life activities, have a record of such impairment, or are regarded as having such impairment.”

The determination for whether a general education student receives services/accommodations under Section 504 is made by a school-based “504 Team” through a variety of sources including, but not limited to, independent assessments (i.e. doctor's report), and teacher and parent input. It is important to note that a student may qualify for Section 504 services and not require special education services.

If the 504 Team determines a student is eligible, they will develop a “504 Accommodation Plan” that describes the impairment (disability), and the accommodations needed to offer the student equal access to the curriculum. These accommodations may be temporary (such as an accommodation for a broken leg) or may be year-long in nature.

For additional information, you may wish to visit the New Jersey Department of Education website at [www.state.nj.us/education/students/safety/behavior/504](http://www.state.nj.us/education/students/safety/behavior/504) and read the “Frequently Asked Questions” section.

Chantal M. Simonelli, Satz Assistant Principal and 504 Officer, is available to assist you with any additional questions you may have concerning Section 504.

## **INTERVENTION & REFERRAL SERVICES (I&RS)**

The New Jersey State Board of Education has established that the primary mission of schools is to enhance student achievement of high academic standards in safe and disciplined learning environments. The effectiveness of public education in fulfilling this mission depends largely upon the capacity of school systems to respond to the diverse educational needs of students. Constantly evolving social conditions and the changing educational needs that tend to emerge with these changes can pose dramatic barriers to student achievement.

The educational mission is made more complex by the increased incidence, prevalence, and intensity of problems students bring to school. The type of "at-risk" behaviors students manifest while in school place students in jeopardy of school failure and other problems, leaving parents and teachers frustrated and in need of assistance.

In response to these circumstances and the attendant needs of students, the New Jersey Department of Education mandates the development and implementation of school-based Intervention & Referral Services committees. Such committees are to be multidisciplinary and collaborative in nature and approach.

Teachers and other school personnel typically apply their full range of skills and preferred strategies to resolve student academic, behavior and/or health issues prior to seeking assistance from their colleagues or other school resources. Educators commonly require supplemental support when educational problems are considered unmanageable, complex in nature, or determined to be beyond what can be dealt with within the confines of the school setting. As the numbers and types of student problems increase in both complexity and intensity, schools are being challenged to establish effective mechanisms for addressing these problems to ensure students' academic success.

The team approach, designed to support school staff and parents who seek assistance for the resolution of diverse educational problems, is supported by research and literature as an effective system for organizing and providing intervention and referral services for general education students.

Please contact the Satz School's I&RS coordinator for additional information at 732-946-1808.

## **ENGLISH LANGUAGE LEARNERS (ELL)**

The English as a Second Language (ESL) program is designed to meet the needs of students whose native language is not English and whose proficiency in English is limited. The ESL

Program emphasizes the acquisition of basic interpersonal communications skills (BICS) for successful social interaction and cognitive academic language proficiency (CALP) to support success in the mainstream academic program. The ESL Program also seeks to foster a sense of self-confidence in English Language Learner (ELL) students, and to provide them with an orientation to American culture while maintaining pride in their linguistic and cultural heritages.

Each student is evaluated using WIDA, a state-endorsed assessment instrument designed to assess his or her level of proficiency in English. All qualifying students attend a class which meets daily and is taught by a certified ESL teacher. Some students are also scheduled to take Transitional English in lieu of their regular English class while in our ESL Program. Both courses are taught by a certified ESL teacher.

## **COURSE PLACEMENT INFORMATION**

Preliminary placement in core courses is based upon a student's cumulative grades and performance on standardized assessments at the time of course placement recommendations. Students desiring enrollment in an honors course must meet the published criteria, including participating in mandatory standardized assessments (NJSLA), benchmark assessments (LinkIT!), and take the Placement Exam (if applicable to the course requested) in order to be eligible for inclusion in that program. The course placement criteria is posted on the [district's curriculum course placement website page](#).

In all cases, the published criteria for each individual class will be used to determine appropriate placement for the next year. However, in the event of extenuating circumstances, a department review request may be made in writing or through an online district form during the spring.

Students who initially meet the published placement criteria but whose final grades or NJSLA scores fall below the published criteria will be removed from the class for which they have been scheduled and placed appropriately during the summer months.

## **GIFTED & TALENTED PROGRAM**

The Gifted and Talented Program was developed to meet the needs of youngsters who have been identified as exceptionally talented. The goals of the program are as follows: to provide highly capable students with appropriate academic challenge in the regular classroom through differentiated instructional practices; to deliver experiences where students use higher levels of thought through independent and collaborative study; to expand the students' interest, motivation, and performance in an atmosphere where individual strengths and weaknesses are acknowledged and celebrated; to encourage students to assume an increasing degree of responsibility and independence for their learning; and to develop primary and secondary research skills.



The identification process uses multiple criteria which is listed on the [Gifted and Talented pages on our school website](#). Each year, students are assessed for potential inclusion in the Inquiry Seminar Program and given the combination of the multiple measures. Children who demonstrate exceptional potential may have the opportunity of being included in the program. The Gifted and Talented Program in Holmdel is a combination of cluster grouping in the regular classroom and an independent research segment with a special teacher who guides the students to develop divergent thinking skills and problem solving strategies.

## SUPPLEMENTAL PROGRAMS

### **Achieve Supplemental Services**

The Holmdel Township Public School **Supplemental Programs** are academic intervention services that offer a multi-tier approach to identification and support of students with demonstrated learning needs. The goal of the programs is to provide support to students performing below grade level due to gaps in mastery of the **foundational skills** necessary for meeting grade level expectations.

Supplemental support services include:

- Achieve Literacy
- Achieve Multi-Sensory Literacy
- Achieve Mathematics

These programs provide supplemental, research-based, targeted instruction to students. Support is provided through classroom push-in or small group pull-out or a combination of these to meet individual student learning needs. All instruction supports the New Jersey Student Learning Standards (NJSLS) and district approved curriculum. Academic supplemental support is provided in 6-8 week cycles. At the end of each cycle, student progress is assessed and service recommendations are made.

## EXTRA-CURRICULAR ACTIVITIES

**Academic Competitions: Humanities** – Provides opportunities for 7th and 8th grade students to be involved in activities that enhance the learning that takes place in the classroom. Students do not sign up for the entire program but rather sign up for individual activities appropriate to their interests. Morning announcements and flyers keep students informed about the most current activities. All practice meetings take place during student lunch periods.

- **National Spelling Bee** – 7th and 8th grades. Preliminary bees on each grade level in Language Arts classes. Grade level winners compete against each other to determine

the school finalist. Local sponsor holds final spelling bee to determine representative to the National Bee in Washington, D.C.

- **National Geographic Bee** – Students in 7th and 8th grade take a geography quiz published by National Geographic Magazine guidelines and sample questions prior to this time.

**Academic Competitions: Science Olympiad** – Science Olympiad functions much like a football or soccer team, requiring preparation, commitment, coaching and practice throughout the year. Each school-based team is allowed to bring 15 students who cross-train for a variety of events in their skill set, but some school clubs have more than 75 members, allowing for an apprentice and mentoring system. Science Olympiad competitions are like academic track meets, consisting of a series of 23 team events in each division (Division B is middle school). Each year, a portion of the events are rotated to reflect the ever-changing nature of genetics, earth science, chemistry, anatomy, physics, geology, mechanical engineering and technology. By combining events from all disciplines, Science Olympiad encourages a wide cross-section of students to get involved. Emphasis is placed on active, hands-on group participation. Through the Science Olympiad, students, teachers, parents, principals and business leaders bond together and work toward a shared goal.

**Animal Welfare Club** - This club educates themselves and others about issues related to the welfare of all kinds of animals and engage in hands-on activities that will serve to improve the condition of animals in our community. Club activities include animal visits, informative talks from community resources and fundraising activities.

**Art Club** - The Art Club provides an opportunity for 7th and 8th grade students who have an interest in art, an opportunity to explore art and craft forms beyond what is offered in the curriculum. It gives students the opportunity to work individually and in groups.

**Builders Club** – The Builders Club is sponsored by Kiwanis International and offers service opportunities to middle school – aged students. The goal of this club is to develop leadership qualities by working together in school and community projects. Builders Club is suited for young people who want to take positive action to build a better world for themselves and others.

**Chamber Ensemble** - Chamber ensemble is open to strings, woodwinds, brass, and piano players who can read music, and can vary in size depending on the instrument combinations. The music will be challenging enough to keep you interested and motivated, and will help you develop skills you may not get in a larger orchestra or band. Our chamber ensemble will be small teams of students working together toward a common goal. You'll think and talk about the piece together, and have a say in how to make the music sound its best. You'll develop a solid sense of rhythm, pulse, intonation, and intuition. You'll learn about cueing, listening, communication, and eye contact, and you'll deepen your understanding of how to be a key player in a group.

**Critical Lens Club** - This club provides students the opportunity to dive into the historical background of contemporary issues that are deeply rooted in the past; and create art to

demonstrate their unique thoughts and responses to history. We will tackle issues of Civil Rights, and allyship as well as challenge biases while engaging in discussions about diversity and origins of the status quo. Students will confront themes of change such as justice, perseverance, courage, equity, and the ethical use of authority and power. Club members will participate in and attend CHHANGE's (Center for Holocaust, Human Rights & Genocide Education) annual Colloquium. The artwork students create in the club will be displayed in a gallery, and at Colloquium. Additionally, before the reveal to the public, students and their families are invited to a ribbon cutting ceremony for an advanced VIP preview of the gallery.

**Culinary Arts Club** - The Culinary Arts Club, a new initiative for the W.R. Satz School welcomes 7th and 8th grade students and provides an opportunity for success to further develop their culinary, team building and life skills. The culinary club will introduce students to areas of hospitality that would include recipe development/production, entrepreneurial skills, and community service. At present the Culinary Club is open to all current marking period 7th and 8th grade students enrolled in the Culinary Arts program.

**Drama** - Provides opportunity for 7th and 8th grade students to acquaint themselves with theater life. Producing at least one play and one musical a year, our students learn about various aspects of the theater ranging from costuming and props, to acting and singing, to staging and lighting. This is a wonderful way to meet other students and get involved in extracurricular activities.

**Gay-Straight Alliance (GSA)** - The Gay-Straight Alliance works to create a school community where all students feel welcome and supported, regardless of their sexual orientation or gender identity. We seek to create greater awareness about issues and the unique experiences students face, as well as provide a safe and welcoming space for students to talk about any issues.

**Jazz Band** – Provides opportunity for 7th and 8th grade students to participate in a Jazz Band ensemble. Jazz Band offers the young musician a complete big band experience including full brass, woodwind, and rhythm sections. The music selection ranges from standard swing charts to various forms of popular music. Difficult solo sections are introduced and students have the opportunity to solo over simple blues patterns or more difficult chord progressions.

**Math Team** - The math team participates in a number of area competitions including the NJ Math League (NJML), American Mathematics Competition (AMC8) and Continental Math League (CML); the team is open to all students.

**Model UN** - Model UN (MUN) is a real-life simulation of the United Nations for both High School and Middle School students. Each student represents a country, and they immerse themselves in research in preparation for their roles as UN Ambassadors who are tagged with trying to solve some of the world's most pressing issues. Students improve their debating skills, public speaking and learn to collaborate with others amid their intense UN resolution writing.

**Newspaper** – The school newspaper is published by the students of William R. Satz School. There are many opportunities for students to become involved. The staff includes reporters, poets, artists, word processors, as well as people who sell and distribute the paper. Each issue is

filled with important school and sports news, games, poems, creative writing and, occasionally, the controversial editorial.

**Robotics Club** – The objective of this club is to introduce students to basic programming as well as problem solving strategies using robotics and automation. Students will work hands-on in teams to design, build, program and document their mechanical systems and apply those skills to real world applications. Each student will learn how to send and receive commands to and from a robot using various sensors and components to test and evaluate their solutions.

**Student Ambassadors/Youth Alliance** – The student ambassadors promote a no-use message to students regarding drugs and alcohol. The group provides drug/alcohol free service-based activities, designed to promote engagement between our students and the community. Students participate in a wide range of activities including announcements, bulletin boards, fundraising for charities. The organization is committed to improving the quality and quantity of volunteer experiences available to youth in our school. The club is open to all 7th and 8th grade students.

**Student Council** - This organization is run by the students of William R. Satz School. All students in good standing may be members. A 75 percent attendance rate is necessary to remain a member. The Student Council addresses issues and problems involving the school community. It is an open forum where student concerns can be voiced openly. The Council also plans activities to increase school spirit and a sense of belonging among all students. The student leadership consists of an elected president, vice-president, secretary, and treasurer. These are selected from the 8th grade members. Each officer has one or two assistants who are elected from the seventh grade members.

**Technology Student Association (TSA)** – TSA promotes “leadership and opportunities in technology, innovation, design and engineering. Members apply STEM (science, technology, engineering, mathematics) concepts through co-curricular programs.” TSA offers a wide range of competitions for the students to choose from. Some of the competitions include, but are not limited to, electrical applications, web design, medical technology issues, go green manufacturing, prepared speech, and essays on technology. To check out more about TSA, refer to the following: <http://www.tsaweb.org/> and <https://njtsa.tcnj.edu/>.

**Talent Show** – The William R. Satz Talent Show provides any and all students with an opportunity to showcase their individual talents on the stage of the High School auditorium. Previous shows have brought us many varieties of ethnic dances with traditional dress as well as vocal solos, musical instrumentalists and even magic acts. Who knows what new talent will appear. All students are encouraged to let the talents shine in the Satz Talent Show!

**Yearbook** – The Satz Yearbook is a pictorial review of activities, teams and highlights of LIFE at the Satz School. The Yearbook staff of approximately 20 students from both 7th and 8th grades is randomly chosen from those who have expressed an interest at the beginning of the school year. The staff works in small committees: Editing Publicity Photography Sales Surveys Art Meetings are held throughout the school year – culminating in the 8th grade Yearbook Signing Party and distribution of books to the 7th grade.