

PS / IS 276
Battery Park City School

6th Grade

Middle School
Curriculum Night Packet
2018 - 2019

Who's Who in the Middle School?

How to Reach Us

You can email any staff member at firstname.lastname@bpcschool.org unless otherwise noted. Please allow three school days for a response & resend your message if you do not receive a reply.

School-Wide Staff

Terri Ruyter: Principal
 Nico Victorino: Assistant Principal - Middle School
 Alexis Querques: MS Dean
 Mara Boden: MS Guidance Counselor
 Dawn Schafer: Math Coach
 Mary Valentine: Administrative Intern
 Jack Cooper: School Psychologist
 Sabrina Raza-Wiese: Parent Coordinator
 Elissa Levine: School Nurse

Teachers

English Language Arts	
6th Grade	Katie McGinn & Catherine Cohl
7th Grade	Maren Aydogan & Morgan Fusetti
8th Grade	Tamar Goelman & Mollie Noel

Math	
6th Grade	Rachel Lewis & Mary Axelson
7th Grade	Peggy Chen & Audra Benjamin
8th Grade	Saeed Golpoor & Lisa Bartuccelli

Social Studies	
6th Grade	Natalie Skeels & Catherine Cohl
7th Grade	Carmen Robles & Morgan Fusetti
8th Grade	Carmen Robles & Natalie Skeels & Mollie Noel

Science	
6th Grade	Jessica Kuhl & Mary Axelson
7th Grade	Jessica Kuhl & Audra Benjamin (7B and 7C) & Erika Richardson (7A)
8th Grade	Erika Richardson & Lisa Bartuccelli

Foreign Language and Specials Teachers	
Spanish	Pooja Shekar
Art	Amanda Capalbo
Physical Education	Jon Carey & Samantha Qureshi

Music	Krista Bruschini & Stephanie Mazarakis
English as a New Language	Gretchen Rada
Reading Interventionist	Mollie Noel
Math Interventionist	Rachel Carr

Related Service Providers	
Speech and Language	Mikaela Kur
Occupational Therapy	Jennifer Willard & Amy DeFrancesco
Physical Therapy	Andreia Samson

Classroom Specialists	
6th Grade	Jeremiah Bornemann, Jennifer Mateo
7th Grade	Dina Garcia
8th Grade	Christina Rios, Eric Castro

A note about advisory & homeroom Each student belongs to a homeroom (6A, 6B,...).
If you have a question and are not sure who to contact, you can reach out to your child's advisor.

If you want to speak to someone about...	Contact...
Metro cards, busing, lunch payments, school ID cards	Main office
Attendance/lateness	Main office
Accessing FAMS, school events	Sabrina Raza-Wiese
Getting involved & helping out	Sabrina Raza-Wiese
Special education questions	Student's Learning Specialists (if s/he already receives services) Jack Cooper (JCooper2@schools.nyc.gov) (if s/he does not yet receive services)
Class-specific questions/issues	Class teacher(s)
Grades	Class teacher(s)
Social concerns	Child's advisor or guidance counselor
Broader MS questions/issues	Nico Victorino
HS application questions	Mara Boden, Mary Valentine, Nico Victorino, and Audra Benjamin
After school program	Kevin Ferrelli (kferrelli@manhattanyouth.org)

Middle School Advisory

The advisory program at IS 276 consists of a small group of students, usually between 12-16, within the same grade that meet with a teacher every other week for a 45-minute period in middle school. The purpose of advisory is to provide a space that serves as the students' first line of affiliation to our school, as well as establishing communication between the school and home communities.

Purposes of advisory include:

1. Ensuring that each student is known well at school by at least one adult/teacher who acts as that student's advocate (advisor);
2. Guaranteeing that every student belongs to a peer group;
3. Helping every student find ways of being successful within their academic life;
4. Offering a safe space in which every student can voice opinions, engage in dialogue and debate, and think critically about important social-emotional matters;
5. Promoting communication and coordination between home and school

Goals of advisory include:

- Provide social exchange and peer recognition in a safe environment
- Link parents and school
- Mediate academic and social concerns
- Promote student-teacher relationships
- Address general self-esteem and competence

Dean Team

At 276, we make every effort to be proactive and provide students with the skills they need to solve problems. At times, students need a little more help with this and the Dean Team is available for that. Students can come to us on their own or on behalf of a peer when they need help. Additionally, staff members may refer students to the Dean Team when there is a concern.

The purpose of the Dean Team is to address social and emotional issues that impact the students at our school. Responsibilities around that include the following:

- Meet with students to discuss incidences that occur
- Speak with staff members to better understand contexts of situations
- Mediate conflicts between students
- Develop responsible consequences with students
- Facilitate meaningful student reflection about their behavior
- Contact families
- As per DOE regulations, take written statements from students
- Investigate bullying/harassment/intimidation allegations
- Collaborate with Terri regarding high level infractions and the school's disciplinary response

6th Grade English Language Arts

Katie McGinn and Catherine Cohl

Curriculum Overview:

"Readers read to be changed; writers write to change the world," is our motto for everything we do in 6th grade ELA, and is something we will return to in each unit. Here is a brief picture of what your child's ELA experience in 6th grade will consist of:

Reading: Our units were developed around themes so that students can see how all pieces connect. They will be reading and studying a variety of genres including realistic fiction, non-fiction, short stories, poetry, mystery, and historical fiction. We will kick off the year by acquainting students with our classroom library and establishing routines for choosing and completing challenging, yet enjoyable, books. We will also be reviewing a variety of reading strategies to help turn our students into more critical and independent readers.

Writing: Our writing and reading units correlate directly, and writing will span units including short stories, literary essays, poetry, anthology, independent writing projects, and research projects that connect to the social studies curriculum. We will begin with a brief unit on personal narrative, giving students the opportunity to write about their own unique personal experiences while they learn the stages of the writing process.

Time	Unit	Highlight of Activities
September-October	Community	Reading a fiction novel, reviewing reading strategies, writing a personal narrative, and establishing community in our classroom
November-December	Courage	Informational text related to Ancient Egypt with a final research project to enhance their museum presentation in social studies
January-February	Perseverance	Class novel; <i>The Giver</i> to practice discussion skills. This will lead to teen issue book clubs, learning to discuss literature with peers.
March	Poetry	Reading and writing various forms of poetry, being exposed to different poets, poetry anthology and spotlight project
April	Test Prep	Reading a variety of texts for different purposes, writing short responses to communicate with particular audience
May-June	Environmental Book Clubs	Re-visiting book clubs, but this time we are using nonfiction texts about environmental issues.

A typical class:

Some class sessions will focus on learning information that relates to the given unit of study. In these classes, students will be reading and taking notes, and then meeting in partnerships or small groups to discuss what they have learned. Other class sessions will be more hands-on. On these days, students will watch us lead a brief strategy lesson, followed by some time to practice the strategy in partnerships. Students will then be given a set amount of time to work independently, while we confer with individual students, work with a guided reading or strategy group, or assess students. The closing part of every class brings everyone together to share what they have learned, often reinforcing the teaching point. At times it is used to clear up misconceptions that we may have noticed during the period. In general, student participation (whether through discussion or hands-on work) is integral to a successful class.

Assessment:

We evaluate learning in a variety of ways. Because grades are a form of communication about a student's abilities, we refrain from punishing or rewarding students with grades. Forms of assessment include:

- Classwork & participation
- Homework
- Projects
- Writing & reading conferences
- Discussion
- End-of-unit writing pieces

Homework:

As a literacy community, we commit to reading for 3-4 hours every week. This time averages to approximately 30 minutes every evening. However, because students have a variety of outside interests, we encourage them to budget this time in ways that make sense for themselves and their families.

Students will also be expected at times to work at home. However, aside from weekly reading expectations, student homework will be minimal.

6th Grade Mathematics

Rachel Lewis and Mary Axelsen

Mathematical Practices:

While it is important for students to develop their skills, the main focus of this year will be using the content to introduce, develop and master mathematical practices. These include making sense of problems and persevering in solving them (students are encouraged to struggle with problems), reasoning abstractly and quantitatively, constructing arguments, critiquing the reasoning of others, looking for and using patterns, modeling, and thinking critically and logically.

Curriculum overview:

We will cover seven units this year:

1) Foundations in Numbers

In this unit we will be examining number properties and operations with whole numbers and decimals. We will also be looking at number commonalities (greatest common factor, least common multiple) and how to classify numbers.

2) The Meaning of Integers

The content in this unit centers on interpreting and ordering rational numbers. We discuss the conceptual meaning of positive and negative integers and spend time modeling with number lines. Students are also introduced to the concept of absolute value and graphing coordinates.

3) Ratios and Relationships

This unit's main focus is on examining relationships between two quantities. We will work on reasoning with rates and ratios and developing a sense of proportionality. Within this, we examine equivalency and converting among fractions, decimals and percents.

4) Understanding Expressions

Students begin to write and evaluate exponents as well as work with variables. The idea of equivalency is revisited in respect to equivalent expressions.

5) Variables and Equations

Students continue to work with variables and recognize them as numbers or sets that make a given statement true. In this unit, students begin to write and solve equations as well as write inequalities.

6) Area, Surface Area and Volume

Students will develop formulas to calculate the area of polygons. We will also examine the difference between surface area and volume and learn strategies for calculating both.

7) Statistics and Data Analysis

In our final unit, students will learn to identify statistical questions as ones that involve variability. We will introduce the concepts of mean, median, mode and range as a way of presenting information from data sets. Students will be pushed to realize that some data sets are best represented by a specific display of data. We will examine multiple ways to display data.

Assessments and homework:

Homework will usually be assigned each class. Often, the homework is discussed in class the next day and facilitates a discussion. While we sometimes assign homework that is skills practice, most homework is designed to help students reflect on and synthesize the work that was done in class.

Each unit will have a summative assessment to gauge students' understanding of the content from the unit. In some cases this assessment is in the form of a traditional "test" and others it is in the form of a performance task. Some units will also have a project that showcases what students have learned through the unit.

6th Grade Science

Jessica Kuhl and Mary Axelsen

Curriculum overview:

We will cover four units this year based on the Grade 6 Science New York City Scope and Sequence coupled with the Next Generation Science Standards. The four units' overarching theme is the *Transformation of Energy through Systems*.

- 1) Disruptions in Ecosystems How does the transfer of matter and the cycling of energy move through ecosystems, and how is this affected by disruptions? This unit begins with evaluating costs and benefits of reintroducing wolves back into the Yellowstone Ecosystem. Students will apply principles of food chains and food webs to develop arguments to support claims and evidence when something disrupts an ecosystem. Students will build their writing skills of developing a claim based on evidence and scientific reasoning in order to effectively communicate their ideas.
- 2) Weather and Climate How do matter and energy interact to produce weather patterns? Exploring today's weather systems and how weather impacts our lives in every imaginable way will lead to important discussions and observations of global and domestic impact. Studying recent effects of the weather such as drought, wildfires and hurricanes can help students make the connection between how energy and properties of matter play a role in weather patterns.
- 3) Energy and Energy Transformations How does energy play a role in our lives? Students, as engineering apprentices, learn about temperature and use their knowledge of energy transformations to create devices that regulate the transfer of energy. Students plan and conduct investigations to determine the relationships between energy transferred, and the type, mass, or temperature of matter. This investigation will anchor the independent investigation project for the school wide Science Expedition in June.
- 4) Human Impact on Climate Change - This unit leads students to ask questions, analyze and interpret historical global weather data in order to understand how energy affects Earth's global and regional temperatures, and how such energy transfer is impacted by human activities. Students also have opportunities to identify patterns and use technology as a means to forecast and prepared for future severe weather events. Upon defining problems pertaining to Earth's changing climate, students apply scientific principles to design solutions for minimizing human impact on the environment.

A typical week:

6th graders have science 5 periods a week, that includes extensive activities pertaining to natural phenomena. We are applying the 5Es for science investigation (Engage, Explore, Explain, Elaborate, and Evaluate) throughout our units as we study our investigations. Hands-on and student participation (whether through discussion or group work) are integral to the class. For each chapter of each unit, the students will receive a packet of guided notes that we will follow daily in class.

Forms of Assessment include:

- Class work/participation
- Homework
- Projects
- Periodic Quizzes
- Independent Investigation/Lab Report
- Unit Assessment (one at the end of each unit)

Homework Policy:

- Homework will be assigned, not daily, but when necessary.
- Late homework is accepted 2 school days after it is due (even if the student does not have class). The student must speak to Jessica or Mary to arrange alternate make-up work.

6th Grade Social Studies

Natalie Skeels and Catherine Cohl

Course Description

Social Studies is a comprehensive study in the social sciences. In 6th Grade, this means we will be studying history, archaeology, economics, civics and government, social structures, and more! Students will be responsible for showing understanding in the six major Social Studies Practices:

Gathering, Interpreting, & Using Evidence	Chronological Reasoning	Comparison & Contextualization
Geographic Reasoning	Economics & Economic Systems	Civic Participation

We will dig deep in applying these practices through the year's overarching theme, Geography Impacts Development, or, as we will refer to it all year: **Where you live impacts how you live**. Our 6th grade curriculum is designed to provide students with an in-depth, rich analysis of geographical features and how they've impacted human development from the time period of Early Humans to modern history into Medieval Europe. The diversity in subject matter and civilizations will allow students to study lifestyles and customs different from their own, thereby broadening their perspective and understanding of the vast and beautiful differences in the world we live in. They will analyze trends in historical time periods that lead to the rise and decline of civilizations, how societies and political systems have formed and transformed, and how the economic shifts in each civilization has impacted our modern world.

Along with our content goals, we have a number of skills goals that we are confident our students will accomplish. These include organization goals such as note-taking and management of classroom materials, along with content-specific skills goals such as analyzing primary sources and writing an organized essay with a clear argument. We plan to achieve these goals through daily interactive lessons, designed for students to enhance their understanding of global connections and their role in the world around them.

Units of Study

Unit 1: Thinking Like Historians – This unit is designed to engage the students in learning tasks that require the use of the unique skills historians and other social scientists use to uncover, investigate, and analyze events of the past.
Unit 2: Geography and Early Humans – Students begin to workshop our yearlong inquiry into how geography influences development. This study looks into the five themes of geography and how early humans developed.
Units 3-4: Ancient Civilizations – From Ancient Mesopotamia to Ancient Egypt, then to the Mediterranean Sea as we study Ancient Greece and Rome, students learn to compare and analyze the different ways ancient civilizations came to rise and fall. These transitions allow students to engage in debates and make rich connections to their modern world.
Unit 5: World Religions – Students explore the development of belief systems, and how the characteristics of different religions throughout the world have brought people together and caused conflict.
Unit 6: Interactions Across Europe and Asia – The development of trade routes and the exchange of goods allowed for the flow of materials, ideas, and cultures throughout Asia and Europe. Students embark on their own travel experience through the Silk Route Trade Route from varying origins to different destinations.
Unit 7: The Medieval Period – The year culminates in this last unit, which brings together the transition humans have made from early civilizations to sophisticated social structures and political empires. Students continue and end their comparative study with feudalism in Europe and Japan.

A Typical Class

Students have decorated and set up their Interactive Student Notebook, which is their *learning artifact* throughout the year. With it, they will engage in note-taking “We Side” activities, as well as creative “Me Side” homework and reflections. Typical class activities include note taking, independent reading, listening to passages read aloud, observation of historical objects/pictures, group work, individual writing, creation of graphic organizers and class discussions.

Assessments and Homework

Homework is assigned regularly and is always relevant to the day's lesson. Homework details are discussed in class, and information is always available on the class website and calendar. Students will be assessed in a variety of ways, including group and individual projects, tests and quizzes, notebook checks for organization, and participation in class discussions.

Parent Involvement

We support parents working with their children to encourage hard work and extra effort (especially with projects). Parents, please act as an encouraging force and not as the person who puts the final polished touches on your child's work. Additionally, please monitor

your child and how they use the Internet for projects. Encourage reading and note taking from online sources to avoid copying or plagiarism.

6th Grade Spanish

Pooja Shekar

Curriculum overview:

This course is designed to foster students' Spanish proficiency. Students will cover different interesting topics over the course of the year in which students can build their Spanish vocabulary knowledge. At the end of the units, students will be required to complete a project that compiles all of their hard work and knowledge within the Spanish language. The course will integrate information of different Spanish speaking countries and cultures in order to help them better understand their peers and to promote awareness about the students in their class. The four modalities of language (speaking, reading, listening, and writing) will be incorporated in these units.

Supplementation, which often support these units, will be newspapers, articles, songs, movies, informational websites (.org), cultural excerpts, and more. This will expose students to an even greater range of vocabulary. These resources also enhance the cultural component of the course.

Tema 1 ¿Cómo somos?/**Who are we?** – In this unit, students learn to investigate information about other students (new or old) by asking questions in Spanish. Student learn how to conjugate –AR verbs and apply these skills when asking and/or answering questions.

Tema 2 Mi familia y yo /**My family and I** – In this unit, students have an opportunity to create a family or use their own family in order to share more about themselves to their peers. Students learn how to conjugate –ER verbs and continue to use their prior knowledge and content from the previous units (as well as other units over the years) when talking/writing about their family's likes and traditions.

Tema 3 ¿Dónde queremos comer?/**Where do we want to eat?** In this unit, students learn how to conjugate –IR verbs to help express their dislikes/likes, express ordering food at a restaurant, and create a problem-solving skit using the content from this unit.

Tema 4 ¡Vamos de vacaciones!/**Let's go on vacation!** – In this unit, students use vocabulary from the units learned this year and content learned in this unit to talk about what they are going to do for the summer. Students will learn how to use the verb IR – **To go** (Yo voy a .../**I'm going to...**) in order to help express themselves in the present future tense.

Assessments and homework:

Students will have homework assignments of creating flashcards to aid in the growth of their vocabulary. The flashcards helps the students create a self to text connection with the vocabulary. By placing a memory/image with the word, students are able to remember the vocabulary. In addition to this, parents are able to better assist their child in the language and learn some Spanish in the process! Students can expect to have practice quizzes (study guides), and formal quizzes on the new structures. A larger test or a project will be assigned at the end of each unit. Practice quizzes are to help students understand what they've learned and need help on. This functions as a study guide for students to seek extra help from their peers/teacher and study/review concepts that need more practice at home.

Students are encouraged to use their notes and lists from previous years. Students are expected to use their own minds to translate sentences from English to Spanish (or Spanish to English) to the best of their ability.

Having sentences translated by web-based/human translators are not encouraged and doesn't not promote students to actively think in the Spanish language. Family and friends who are native/native-like Spanish speakers are also helpful in practicing Spanish. If you are to ask for help from a native/native-like Spanish speaker for homework, projects, and translations, please be sure to use them as a **resource to aid** in your work rather than a translator for your work.

Frequent, informal assessment will happen in class every day. The goal is that both the student and teacher know how well the student is understanding the class, and so support can be given to those who need clarification. Note that informal assessment means that students will not be given a formal grade until they have had sufficient class time to learn new structures.

Classroom routines:

Students are required to bring their Spanish notebook and Spanish folder to class each day. At the beginning of class, they are required to copy the *hagan ahora* (do now) and *tarea* (homework). Then, we engage in a mini-lesson followed by individual/group activities in the different modalities.

Parent Involvement:

We support parents working with their children by encouraging and promoting their child to use the language when possible or listen to the language using Spanish 101 podcasts, movies, etc.. Parents, please act as an encouraging force and not as the person who puts the final polished touches on your child's work. Encourage reading and note taking from online sources to avoid copying or plagiarism.

6th Grade Band

Stephanie Mazarakis

Course Overview:

Students will be continuing on their instrument of study from 5th grade, or in few cases, switching to another instrument. Students that are new to the school will pick a band instrument of their choice to study.

Course Goals:

The course goals of Sixth Grade Band are:

- To heighten each student's aesthetic awareness through the musical arts.
- To introduce students to the fundamental skills involved in playing a musical instrument.
- To reinforce and develop the fundamentals of music theory and listening skills.
- To provide students with an ensemble performance experience.

Course Objectives:

The course objectives of Sixth Grade Beginning Band are for students:

- To produce a characteristic tone on individual instruments.
- To identify and demonstrate a knowledge of musical notation.
- To demonstrate fingerings and positions for the practical range of individual instruments.
- To develop good individual practice habits.
- To demonstrate a basic understanding of the elements of music. These include: timbre, dynamics, articulation, rhythm, melody / pitch, harmony, texture, form, expression and style.
- To demonstrate a basic understanding of and ability to perform ensemble playing skills and techniques.
- To develop problem-solving and evaluation skills applicable to music.
- To develop an aesthetic sensitivity to music.

A typical class:

Students will rehearse together as a band and will also meet in small group pull out lessons every other week. These lessons will be on a rotating schedule. All lesson schedules will be on google classroom, as well as in homeroom classrooms and posted outside of my music room (109). In band rehearsals we work on tone production, balance, rhythm, counting, identify melody and harmony in the music they perform, compare pitches and identify pitch inconsistencies. In small lesson groups we will work on skills that are specific to each instrument group. These skills include: articulation, tone production, and fingerings.

Materials:

Students need to bring a folder and pencil to each rehearsal.

Assessments & homework:

Students will be expected to practice at home on their instrument for at least 15 minutes 5 days a week. There will be short playing tests throughout the year during small group lesson instruction.

Concert:

There will be a concert in May to showcase the 6th grade band. Concert attire is white tops and black bottoms, or all black. More information will be provided during that time.

Concert Dress Code

Each band will perform at our Spring Concert in conjunction with our chorus program. For this performance, all band members are required to follow the performance dress code. Band members may choose between the following options:

Option 1: Black dress pants, white button down or collared shirt, black dress shoes, black socks.

Option 2: Black skirt or dress at a length between the knee and the ankle or black dress pants, white blouse, black dress shoes.

6th Grade band will be graded pass/fail.

6th Grade Chorus

Krista Bruschini
K-3 General Music, Middle School Chorus
Krista.bruschini@bpcschool.org

Course Objectives and Overview

This class will allow students to explore vocal technique, and singing a variety of repertoire as an ensemble. The 6th Grade Chorus will meet once a week and is a year-long commitment. Through singing choral repertoire, students will develop an understanding of music literacy and vocal technique. No audition is necessary to be a member. The degrees of difficulty for each grade level will vary according to the abilities of each class as a whole. While in chorus the students will:

- Learn, memorize and perform a variety of choral styles appropriate to the grade level and developmental ability.
- Perform simple to complex rhythmic, melodic and harmonic patterns through sight-singing and performance literature.
- Learn and apply musical elements and theory to all choral literature.
- Perform in our spring concert.
- Create a positive learning environment by working as a group towards a common goal.
- Experience other choral performances to develop and enhance listening skills.
- Develop basic vocal/choral skills such as: appropriate singing posture, vowel and consonant placements, diction, breath support, choral tone and resonance.
- Develop concert etiquette skills.
- Develop lifelong habits that promote vocal health.

Materials

Students are required to come to class prepared with a folder designated for Chorus, as well as a sharpened pencil with an eraser. Students will be given sheet music that they will be responsible for bringing to each rehearsal.

A Typical Rehearsal

Rehearsal will begin with a warm-up including vocalizations, breathing exercises, stretching, and/or sight singing. For the remainder of the period we will rehearse between 2-4 pieces from our repertoire that we are working on as a full ensemble.

Assessments and Sectional Rehearsals

Students will be assessed in small groups during sectional rehearsals. Sectional rehearsals are small group lessons that will be scheduled throughout the year to allow for each of the voice parts to rehearse separately. A schedule will be posted outside of Room 109 with the monthly schedule. Students will receive a pass/fail as a grade for this class.

Concert Dress Code

Each chorus will perform at our Spring Concert in conjunction with our band program. For this performance, all chorus members are required to follow the performance dress code. Chorus members may choose between the following options:

Option 1: Black dress pants, white button down or collared shirt, black dress shoes, black socks.

Option 2: Black skirt at a length between the knee and the ankle or black dress pants, white blouse, black dress shoes.

Middle School Art

Amanda Capalbo, Content Specialist

Curriculum overview:

Your child will be part of a choice-based art program that encourages personal growth and an understanding of the world through the creative process.

Students will be engaged in explorations of drawing, painting, printmaking, collage and sculpture. Within each of these units students will learn various techniques to manipulate media in interesting and unique ways. Students will be completing projects in which they showcase skills learned and their own artistic style.

In addition to making art, students will take part in discussions and critiques that strengthen their artistic literacy skills and allow them to make connections through the visual arts. Through analyzing works of art, both by master artists and their classmates, students will build vocabulary and learn the historic and cultural significance of art.

As students advance through 5th, 6th, 7th and 8th grade, projects will continue to require deeper thought and a more technical skill set.

A typical class:

Each class begins with a mini-lesson or demonstration to get students warmed up and ready to create. Students will then begin working on projects of their choice, which will take up the bulk of our class time. As students are working on their individual studies or projects I circulate the room to work one-on-one with students in order to tailor the lesson for a variety of skill levels. At the end of class we will have a reflection, which includes a share and a discussion, about the artistic process.

Assessments & homework:

In order to pass students are expected to complete projects and participate in class.

Projects will be assessed based on specific skills and techniques as they relate to the various mediums we study.

Class participation will be accessed based on the creativity and effort the students exhibit during the process of creating works of art and class discussions.

Homework will not be given on a regular basis. However, on occasion homework will consist of bringing in various personal items to be included in works of art.

This class is graded pass/fail.

6th – 8th Grade Health Education and Advisory

The purpose of the Health Education Curriculum is to provide our middle school students with the knowledge and skills needed to make healthy choices. Middle school is a crucial period in our student's lives to teach them about healthy behaviors before they engage in unhealthy ones. Our 6th grade classes will focus on their overall wellbeing, touching upon topics such as, puberty, nutrition, and personal safety, 7th grade classes will focus on mental/emotional, and social health; who they are as they navigate through puberty, and 8th grade classes will focus on human growth and development. All health lessons will be taught during advisory.

Middle School Physical Education Samantha Qureshi & Jon Carey

Curriculum overview:

We will cover four units this year:

1) Net/Wall Games

In this unit, students will be learning how to work as a team in order to hit an object onto a court space in such a way that the opposing players/team cannot hit it back within the allowed amount of hits/bounces. Tactical problems that will be discussed and practiced within this unit related to net/wall games include setting up an attack, and moving the opponent. Examples of these games are volleyball and badminton.

2) Invasion Games

In this unit students use strategy to work together in order to move an object into the opposing team's zone and to successfully attack their goal/target. Tactical problems that will be discussed and practiced within in this unit related to invasion games include maintaining possession and attacking/defending a goal. Examples of these games are basketball, football, soccer, and hockey.

3) Striking & Fielding Games

In this unit, students will use their coordination in order to strike an implement and attempt to run between two points before the fielding team can recover the object. Tactical problems that will be discussed and practiced within this unit related to striking and fielding games include striking the object, fielding the object, and running the points. Examples of these games are baseball, softball, kickball and cricket.

4) Target Games

In this unit, students will work on scoring when an object they have thrown or struck lands closest to a pre-determined target. Tactical problems that will be discussed and practiced within in this unit related to target games include throwing the object, and calculating distance between the object and target. Examples of these games are Kan Jam, Ladder Ball, and bowling.

A typical class:

During class our students will learn how to properly warm up their bodies by working through a series of motions and dynamic stretches. Once our minds and bodies are ready a skill related to the unit will be discussed, demonstrated, and then practiced. Once our students have had a sufficient amount of practice the skill will then be implemented into a game-like situation. All skills can be adjusted for all students in order for each person to achieve success. Class will typically end by reviewing what was learned, and what will be added on next class.

Assessments & homework:

In physical education class we do not assign homework. However, we strongly encourage our students to use the skills, strategies, and games that they have learned in class and implement them outside of school with family and friends in order to continue to lead a healthy lifestyle.

Our students are assessed on a daily basis, through informal assessments in order for us to track their ongoing progress regularly and often. Students may also use peer-assessments where they are providing positive feedback to others about a particular skill/strategy. Lastly, paper-based assessments may be provided as an exit-slip in order for the teacher to track the students' knowledge and to help guide the next lesson.

Middle School Physical Education is graded on 5 categories: being prepared (wearing comfortable clothes & sneakers), being willing to participate, demonstrating effort, following directions and being safe. Students have the ability to earn five points per class, one in each category. A point is deducted for any category not met that period. The final grade is based on the number of points earned out of the total number of points possible.