

PS / IS 276
Battery Park City School

8th 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 (7B and 7C) & Erika Richardson (7A) & Audra Benjamin
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, Jenniffer 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

Algebra I

Saeed Golpoor and Lisa Bartuccelli

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 experience the productive 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:

- 1) Relationships between quantities and reasoning with equations- Students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.
- 2) Linear and exponential relationships- Students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions expressed graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.
- 3) Descriptive Statistics- Students use regression techniques to describe approximately linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.
- 4) Expressions and Equations- Students apply rational exponents understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.
- 5) Quadratic Functions and Modeling- Students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piecewise-defined.

Assessments & homework:

Homework will be assigned each class to synthesize that day's work and facilitate a discussion in the next class. Each unit has assessments, such as tests, quizzes, projects, or a performance-based task. We will set due dates along the way so that students know how far they are expected to be by certain dates.

Students will be preparing for the Regents exam which will be held Wednesday, June 19th at 1:15PM.

8th Grade ELA

Mollie Noel & Tamar Goelman

Curriculum Overview

The idea of *The American Dream* will be a conceptual anchor that will guide our thinking through ELA this year.

1.) What is the American Dream?

To launch the year, students will explore the ethos of the American Dream by examining its various representations in literature and culture. They will focus their investigation on the themes of racial equality and social justice by reading *To Kill A Mockingbird* as well as other supplementary non-fiction texts. Students will grow their writing craft by drafting and publishing analytical essays with a critical lens. During this unit, we will also hone our discussion skills by engaging in a questioning unit and developing sophisticated vocabulary.

2.) How do books and film interrogate the American Dream?

In this unit, students will read, annotate, and analyze short stories while examining various facets of the American Dream, such as upward mobility, community, and inclusion vs. exclusion. Students will complicate their thinking by examining a theme across two texts: a short story and a short film. Students will also develop nuanced critical analysis skills and deepen their media literacy throughout this unit.

3.) Who is the American Dream for?

Students will work in inquiry groups, researching specific topics pertaining to the American Dream that interest them. Inquiry groups will be centered around books, articles, podcasts, and other texts that pertain to topics such as technology, gender, and language. After reading a variety of non-fiction texts about a specific topic, they will write a persuasive essay on that issue, with details and clear writing that support their opinion.

4.) Is the American Dream Still Alive?

In this unit, students will study a wide range of poetic forms, exploring the rich subtext and meaning found in these poems. They will also learn to identify and analyze poetic techniques and devices. Students will then experiment with writing their own poems and will ultimately 'teach' a poem to the class, providing thorough analysis. We will end this unit with a poetry café – families are welcome!

5.) What is the future of the American Dream?

Students will generate commencement speeches through improvisational work and role-play. They will develop, practice, and refine public their speaking skills. They will also be participating in book clubs that will explore themes of identity, subjectivity, and difference in American society. These book clubs will synthesize conceptual understandings that have been examined throughout the preceding units.

A Typical Class:

All block periods will have reading and writing components focused on a particular skill that students are working to master. Students are seated in groups to facilitate sharing and collaboration on a daily basis. Sometimes students will participate in whole class discussions following the style of the Socratic Seminar.

Assessments & homework:

Homework will be assigned each day, and will often be an extension of the material discussed in class. Literary Letters are due every other Monday. Late homework will not be accepted after one week.

Each unit has at least one major assessment (a project or longer writing assignment). Students will have time to work on these in class, but will need to continue and complete their work at home.

Frequent reading is the best way students to develop and retain strong literacy skills. Whether explicitly assigned or not, students are expected to read for **at least 45 minutes** every night.

8th Grade Social Studies

Carmen Robles, Natalie Delmonte, & Mollie Noel

Welcome to eighth grade Social Studies. The purpose of this class is to learn new content materials and skills, improve on your ability to formulate evidence based arguments and understand how the past shapes the world we live in today. Below is an outline of our content, class procedures, and expectations.

Content

Eighth grade Social Studies is a continuation of American History studied in seventh grade. In eighth grade we will primarily cover American History of the twentieth century, although from time to time we will reach back to the late 1800's. The 8th graders will, as part of their Social Studies curriculum, visit Washington DC in the spring. Despite covering over one hundred years of history, we believe in depth over breadth. Therefore, we use case studies to examine time periods and events through specific lenses. Overarching question across all units: How do the actions of individuals and groups shape US History? The year is divided into three major units. Below is a list of the major units and a brief description.

Eighth Grade

Unit One: Individual Identities of Race and Gender in America: Reconstruction – Women's Suffrage - Civil Rights

This unit will begin with a study of American Reconstruction after the Civil War and take us through various civil rights movements of the late 1900s. We will examine civil rights issues of several different groups of people living in twentieth century America. We will consider the following questions:

- What is identity? What is race? What is gender?
- What is privilege?
- How does identity and the struggle for equal/civil rights shape America?
- How has America changed over time in the effort to fulfill the Constitution's promise to "establish justice and secure the blessings of liberty"?

Case Study: Reconstruction, The Little Rock Nine, Suffragists Alice Paul and Lucy Burns and Women in Science ([Almost Astronauts](#) and [Hidden Figures](#))

Major Project: Reconstruction Report, Little Rock Nine Tableau Project, and Women's History Research Project

Unit Two: Opportunities, Outrage and Change: Immigration and Industrialization

This unit will explore the changes in America related to industrialization and urbanization. Additionally we will examine the role immigrants played in shaping American industry and culture. We will complete the unit by studying the Progressive Era and the efforts to reform the growing nation. This unit will also cover modern issues of globalization, immigration and industrialization. We will consider the following questions:

- How did technology and immigrants of the early 20th century shape American identity and culture?
- What was the impact of the rapid growth associated with the Industrial Revolution?
- How did the people organize to make change?
- What is New York City's role in the age of immigration and industrialization?
- How have issues of immigration and industrialization changed over time?

Case Study: Triangle Shirtwaist Factory Fire and Individual Oral History Project

Major Project: Oral History Project

Unit Three: Expansion, Influence and Responsibility: America as a member of the global community

This unit will explore American foreign policy of the twentieth century. Specifically we will explore the expanding American empire and influence in the South Pacific, Asia and Latin America. This unit will examine America's role in World War One and Two. Our study of World War Two will include a closer look at events in Germany that lead to the Holocaust. Finally, we will consider America's responsibility to issues facing the modern world. We will consider the following questions

- How has America exerted power and influence globally?
- What is America's responsibility globally?
- How to recognize the rise of fascism?
- How did people resist fascims in Europe?

Case Study: Holocaust Survivors, The White Rose (Students Resistance in Nazi Germany)

Major Project: Currently Under Development

Give the gift of books to your children. We have class sets of the following books. Having a personal copy is not mandatory but it will not hurt them. [a different mirror](#) (for young people) by Ronald Takaki adapted by Rebecca Stefoff, [Almost Astronauts](#) by Tanya Lee Stone, [A Young People's History of the United States](#) by Howard Zinn adapted by Rebecca Stefoff, [We Will Not Be Silent](#) by Daniel Freedman

8th Grade Regents Living Environment

Erika Richardson and Lisa Bartuccelli

Curriculum: The Living Environment is a Regents level course in which students have the opportunity to earn a high school science credit in 8th grade. By passing the Living Environment Regents Exam in June, students will be able to take more advanced science courses later in high school as well as participate in courses based on their interests. This class covers a diverse subject matter associated with the Regents curriculum, and provides knowledge of several topics including the scientific method, ecology, biochemistry, evolution, genetics, human physiology and reproduction. In order to adequately prepare all students for the upcoming Regents exam in June, scientific literacy reading and writing assignments, labs, and exams are all designed to enhance students' critical thinking skills.

First Semester

Unit 1: Scientific Inquiry

Topics include: Scientific method, scientific literacy, and variables

Essential Questions include: How do we differentiate between observations and inferences? How can we use our observations to create experiments? How do scientists organize and carry out an investigation? What makes a hypothesis testable?

Unit 2: Characteristics of Living Organisms

Topics include: Characteristics of Life and Cell Theory

Essential Questions include: How can we differentiate between life and non-life? What characteristics determine if something is living? How are living things both similar and different to one another? How can we use what we know about life on Earth in order to find evidence of life on other planets?

Unit 3: Organization and Patterns in Life

Topics include: Organelles, Photosynthesis, Respiration, and Enzymes

Essential Questions include: How do yeast convert energy found in sugar in the process of cellular energy? How can we distinguish between an animal and plant cell? What is the importance of ATP and how is it related to cells? How does each level of organization help to maintain homeostasis?

Second Trimester

Unit 4: Genetics

Topics include: Asexual and sexual reproduction, heredity, genetic disorders, probability, advances in genetics and technology

Essential Questions include: What are the roles of DNA and RNA in protein synthesis?

Unit 5: Body Systems

Topics include: Cardiovascular System, Circulatory System, Digestive System, Endocrine System, Excretory System, Immune System, Muscular/Skeletal System, Nervous System, and the Respiratory System

Essential Questions include: How do the various body systems work together to maintain homeostasis? How can kidney function be inhibited or impaired? How does air travel through the respiratory system? How can the central and peripheral nervous system work together? How do neurons respond to stimuli?

Third Trimester

Unit 6: Ecology

Topics include: Ecosystem dynamics, food chains and food webs

Essential Questions include: How can change in one part of an ecosystem impact changes in other parts of an ecosystem? What factors influence the ecology of populations, and how do interacting populations form communities?

Unit 7: Evolution

Topics include: Theory of Evolution, Fossil Record, and Earth's History

Essential Questions include: How does term "theory" differ in science compared to everyday language? How does looking at the fossil record support the Theory of Evolution?

Unit 8: Human Impact on the Environment

Topics include: Anthropogenic changes

Essential Questions include: What are anthropogenic changes and how have they impacted the world around us? How do humans have an impact on diversity and stability of ecosystems?

A typical class:

Students will begin class with a warm up activity that either reviews prior knowledge from the previous day, or asks students to explore a new concept they will learn in today's class. Students will learn science concepts and skills in a combination of traditional and hands-on approaches, including laboratory investigations which are centered upon argument-driven inquiry. Both problem solving and critical thinking skills will be emphasized in learning new content. Students will participate in mini-lessons, hands-on experiments, projects and problem solving tasks. Students will work collaboratively in pairs and groups to discuss ideas, plan and implement experiments, and conduct research. To check for understanding, students will complete exit tickets in the form of Regents questions at the end of class. These exit tickets are not graded. They are designed to familiarize students with the language and style of questions they will see on the upcoming exam in June.

Assessments & homework:

Homework assignments are due at the beginning of class. Homework, science binders, class participation, and laboratory skills will be assessed regularly. Missed quizzes or tests must be made up within one week of the quiz or test. Missed labs also must be scheduled within one week of the lab. Students will be given one week's notice in advance of an exam. Students will have some time to work on longer assignments in class, but will need to continue and complete work at home. Additional resources to support students with their work will be available on the class virtual classroom. Please ask your child for the code to gain access to this page. We will set due dates along the way so that students know how far they are expected to be on projects by a certain date, especially for larger projects. Those due dates will be announced in class and posted online.

8th Grade Music Appreciation

Stephanie Mazarakis

Curriculum overview:

Music of the Caribbean: Calypso

Students will learn about how Calypso music originated and its roots to the music that we listen to today. Students will listen to artists such as Harry Belafonte and participate in small group discussions. Students will work in small groups to create their own percussion instruments and perform different Calypso rhythms in front of their peers.

History of the Blues:

This unit will cover Blues musicians such as Leadbelly and Robert Johnson. There will be many listening examples as well as notes that will be taken on the different musicians and styles of the Blues. Students will learn about the history of this time period (1910s-1940s) and watch documentaries.

History of Jazz:

This unit will cover Jazz musicians such as Billy Holiday and John Coltrane. There will be many listening examples as well as notes that will be taken on the different musicians and styles of Jazz. Students will learn about the history of this time period (1940s-1960s) and watch documentaries.

History of Rock/Pop/Hip Hop:

This unit will be broader and take up more time than the previous units and cover the beginning stages of rock with Elvis and the Beatles, and go through to the music of the 90s. There will be many listening examples and documentaries that will be present during these lessons.

Music of Today:

I will briefly touch upon the music we listen to today, and explore different genres that the students are interested in such as Pop, Rock and Hip Hop. We will explore why and how we develop our own musical tastes and compare and contrast the different music genres of the past and present to find connections.

A typical class:

Some class sessions will be note taking from power point presentations. Other classes students will be working in small groups. In general, student participation (whether through discussion or hands-on work) is integral to the class and will be a factor in their final grade.

Assessments & homework:

There will not be any homework. Students will have a notebook in which they take notes in during class as well as complete assignments with.

Each unit has one major assessment or assignment. These may include group projects. Students will have some time to work on these in class but will need to continue and complete work at home. I will set due dates along the way so that students know how far they are expected to be by certain dates. Students will also be graded on their participation and effort during each class period.

Music class will be graded pass/fail.

Middle School Art

Amanda Capalbo

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 assessed 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.

8th Grade Advanced Spanish

Pooja Shekar

Curriculum overview:

At the end of the year, students will have the opportunity to take the New York City proficiency test in Spanish. A passing score (65 and above) will give them the option to place out of a level one Spanish class in some high schools.

1) Proficiency Test Preparation

Students will practice coursework that will prepare them to take the NYC Spanish proficiency test in June. This preparation includes practicing short conversations when given a specific speaking task, listening and reading comprehension, and writing an essay by choosing from a set of writing prompts.

This course is designed to foster students' Spanish proficiency. Students will cover topics they have seen over the course of their middle school Spanish career in which students can continue to build their Spanish vocabulary knowledge and confidence. 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. Students will extend their knowledge by participating as tutors for 6th and 7th graders. Students need to have two consecutive years of Spanish, an 85 or higher (MS 3,4 / MS 4,3 / MHS), a sense of basic concepts and structures in order to take this class.

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 Mi vida diaria/**My daily life** – In this unit, students will learn about daily activities and build upon their knowledge from the previous units. Students will use their experiences from their daily lives and compare it with those from a Spanish speaking country. They will also continue practicing their reading, writing, speaking, and listening skills.

Tema 2 ¿Qué tiempo hace? / **What's the weather like?** -- In this unit, students will learn about the weather and how it may impact their daily activities. Students will continue to learn different concepts to help strengthen their critical thinking in addition to new vocabulary to help them create more diverse sentences.

Tema 3 Mi casa es su casa/**My house is your house** -- In this unit, students will learn about the different components of a house. Students will describe these locations and activities that can be done in each room in addition to adding other information from their prior knowledge (from 5th, 6th, and 7th and including unit 1 and 2 in 8th grade adv.)

Assessments and homework:

Homework will be assigned on a as-needed basis. Homework assignments are designed to help students practice Spanish outside the classroom and help parents become more involved in their student's learning of Spanish. Students can expect to have informal and formal assessments. A larger test or a project will be assigned each semester. Practice quizzes are to help students understand what they've learned, and they 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.

A this level, students are expected to use their own minds to translate sentences from English to Spanish (or Spanish to English) in the best of their ability. Putting sentences into translators (human or web - based) are not encouraged as it does 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

homeworks, projects, and translations, please be sure to use them as a resource to aid in your work rather than a translator for your work.

Classroom routines:

Students are required to bring their Spanish notebook and Spanish folder to class each day. It's also highly encourage for students to keep their previous vocabulary sheets and notes as references. 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. Additionally, please monitor your child and how they use Internet translators and human-based translators for projects. Encourage reading and note taking from online sources to avoid copying or plagiarism.

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