

**PS / IS 276**  
**Battery Park City School**

# **7<sup>th</sup> 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](mailto: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 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

**Note: Please do your best to have as few latenesses and absences as possible this year. The number of days late or absent is a factor that high schools greatly consider.**

## 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

# 7<sup>th</sup> Grade Mathematics

Peggy Chen and Audra Benjamin

## 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 many units this year that will cover the following topics:

- 1) Integers and Rational Numbers  
Students apply and extend previous understandings of operations (addition, subtraction, multiplication and division) to integers and rational numbers and use this understanding to solve real world problems.
- 2) Geometry: Scale Drawing and Similarity  
Students draw, construct and describe geometrical figures and describe the relationships between them including similarity.
- 3) Ratios and Proportions  
Students analyze proportional relationships and use them to solve real world problems. This includes unit rates, ratios of quantities measured in units, and representing proportional relationships in equations.
- 4) Equations  
Students solve real-life and mathematical problems using numerical and algebraic equations and inequalities. They solve problems including angle measure, area, surface area, and volume.
- 5) Probability and Data  
Students investigate chance processes and develop, use, and evaluate probability models. This includes using organized lists, tables, tree diagrams and simulation.
- 6) Geometry: Pyramids and Prisms  
Students will learn the attributes of and relationships between pyramids and prisms such as surface area, volume, faces, edges, and vertices.
- 7) Statistics and Sampling  
Students use random sampling to draw inferences about a population and draw informal comparative inferences about two populations.
- 8) Geometry: Angle Relationships  
Students determine the values of missing angles using various theorems. This includes angles in shapes, on lines, and angles created by two parallel lines and a transversal.

## A typical class:

Students are given a problem which they may spend the entire class trying to solve in their groups. As they are working to solve the problem, students will engage in mathematical discussions about the math content and prepare to share their ideas with the whole class both visually and orally. Mini-lessons, work with vocabulary, mental math and specific skill work occur weekly in accordance to the student's needs.

**Assessments and homework:**

More often than not, homework is assigned each day. Homework is discussed in class the next day. While some homework is skill practice, other homework is designed to help students reflect on and synthesize the work that was done in class. Homework will always be posted on Google Classroom and is usually completed on paper. Journal assignments are to be completed and submitted via Google Classroom.

Each unit will have a benchmark assessment to gauge students' understanding of the content from the unit. In most cases this assessment is in the form of a traditional "test"; in addition, some units will have performance tasks, which are in-class projects with a limited amount of time to complete. Some units will also have a project that creatively showcases what students have learned through the unit. Tests are announced in class and on Google Classroom within a week before.

# 7<sup>th</sup> Grade English Language Arts

Maren Aydogan and Morgan Fusetti

## Curriculum overview:

### 1) Reading about the World, Writing about Ourselves

We will be studying both fiction and nonfiction memoirs & our fulcrum text will be *The House on Mango Street* by Sandra Cisneros. We will study *Mango Street* for analytical purposes & modeling purposes. While mixing in student created exemplars, all students will produce a series of memoirs united under a common theme of their choice. The final project for this unit will involve both a multi-chaptered memoir created through the writing process and an analytical assessment of themes in *The House on Mango Street*.

### 2) Time After Time

We will partner with Lincoln Center to experience a powerful performance by the Urban Bush Women. Students will use a variety of strategies and dramatic techniques to engage with the performance. We will work on deciphering difficult language and understanding why the themes within the performance are still relevant today. The final project will include an examination of the symbiotic relationship between literature, music, and dance and their enduring impact on the world.

### 3) What is truth? Literature vs. Journalism

In this unit, we will read many current events while learning how to identify and emulate forms of journalistic writing. Comparisons and inspiration will be drawn from various published work. We will study the indicators of; editorials, features, interviews, photojournalism and reviews. The final project will include a heritage research project, an editorial on a subject of the student's choosing and group presentations exploring an important theme from the novel and how it is covered in the media as well as in the novel.

### 4) Identity Book Club: Elements of Fiction

Breaking into book clubs, through club discussions students will be exposed to many different aspects of writing. The identity book club is thematically driven; therefore there will be a quick progression through a diverse range of texts. As well, this unit gives the students a chance to cultivate writing skills in a creative way. This unit also enhances students' analytical skills by identifying the various elements contained within the theme of identity. The final project will be a analysis paper addressing significant & interesting choices that reflect how identity is formed.

### 5) Poetry: Imagism & Performance

We will experience Imagist poetry through reading, writing & performance. As we read haikus & imagism poems from around the world, we will experiment with form, syntax, descriptive language & implied emotions. We will explore the depths of performance poetry each week. The final project will include both participation in a group's performance & creation of a poetry book.

### 5) Science Fiction: What does our future hold?

In our final unit, we will explore how issues from our world today have been imagined in the future. We will first break into book clubs and study a series of science fiction novels ranging from English Classics to Modern Young Adult Literature. Once we've thoroughly analyzed our book club texts, we will analyze current social issues, film adaptations of the text to determine the effectiveness of 'creative license' & the effects of time on a given plot.

## A typical class:

Some class sessions will focus on reading a given genre. Students will read, taking notes, and then meet in small groups to discuss what they have learned and analyzed about the genre. Some class sessions will focus on creating student versions of the given genre. On these days, we will briefly model the skill or strategy to



focus on, followed by time to work on students' own writing. Those classes will typically end with a full class or small group share. Student participation is integral to growth as individuals and as a group.

**Assessments & homework:**

Homework will be assigned nightly. Students are expected to read each school night, typically with a given focus for a reading response. Weekly, students will respond to a reading response prompt. There will be weekly root word quizzes and vocabulary sentences as well.

Each unit has one major assessment (a project or longer writing assignment). Students will have some time to work on these in class but will need to continue to complete work at home. We will set due dates along the way so that students know how far they are expected to be by certain dates. Once finished and graded, major assignments will be stored in classroom portfolios for future use with high school applications or other academic endeavours. **When in doubt, feel free to check Google classroom.**

# 7<sup>th</sup> Grade Science

Erika Richardson and Jessica Kuhl and Audra Benjamin

**Curriculum:** The curriculum is divided into 5 units. Each unit includes elements of the 5E model for scientific investigation- Engage, Explore, Explain, Elaborate, and Evaluate. Each unit includes laboratory activities designed to reinforce the concepts being studied, using investigation and inquiry that helps to make science engaging and applicable to the real world. Students will get in the mindset of thinking scientifically. They will write lab reports and will plan and conduct their own investigative project for the School-Wide Science Expedition.

1. **Properties of Matter** - The exploration of structure and properties of matter is a launch for understanding structure and function of matter at different scales. Students look for patterns in order to predict particle behavior as they continue to hone their modeling skills. Lastly, students will use evidence to construct an argument about density as an identifiable property of matter. There are many opportunities within this unit for students to strategically use scientific tools for measuring properties of matter. We will also analyze the impact of humans' use of road salt on organisms and the surrounding environment.
2. **Changing Properties of Matter** - In this unit students develop models to explain how conservation of matter is characteristic of chemical change. Energy and Matter are linked to the previous unit through a study of photosynthesis and cellular respiration. They will learn how molecules break down or are built up within cells and how energy is transferred in the process. Students have the opportunity to model and analyze the motion and rearrangement of particles in chemical reactions, making the invisible visible. These concepts are then applied to develop an explanation of how matter is cycled and energy flows within cells.
3. **Animal Adaptation Observation Study**- Students will engage in a field study investigation of an animal in captivity. Using outside research to study adaptations, they will hypothesize how those behavioral adaptations manifest in a controlled setting. They will design either an ethogram or a zonal investigation to collect data and analyze if their hypothesis was supported.
4. **Structures of Life**- Students continue their study of life at different scales, by focusing on cells and other biological levels of organization. They will gain an understanding of the structure and function of interacting systems within organisms sustaining life on Earth. This unit explores observable, relevant, and engaging phenomena on the microscopic scale. Students plan and conduct investigations that identify the basic structures of life, gather and synthesize information about how these structures respond to their environment, and construct explanations for how these structures interact to maintain homeostasis. Throughout the unit, students build an understanding of how things we cannot see contribute to, and explain, what we can.
5. **Geology** - Students explore how catastrophic events (earthquakes, volcanoes, meteor impacts) and small-scale changes (landslides, geochemical reactions) have shaped our planet over 4.6 billion years. Using evidence from rock strata and fossils to support their analyses, students construct a scientific explanation as to how the Earth has changed at various spatial and temporal scales and how geologic processes generated those transformations. They develop a model to describe the cycling of Earth's materials and flow of energy that drives the processes of melting, crystallization, weathering, deformation, and sedimentation. The analysis and interpretation of data related to plate tectonics supports an understanding of how patterns can provide information about natural events that took place deep in Earth's past.

**A typical class:**

Students will begin class with a warm up activity that either reviews prior knowledge from the previous day, or begins getting them thinking about a new concept they will learn in that day's class. Students will explore science concepts and skills in a variety of ways, including inquiry-based laboratory investigations. Both problem solving and critical thinking skills will be emphasized in studying phenomena. 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.

**Assessments & homework:**

Homework assignments are due at the beginning of class. Homework, note packets, 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 Google Classroom. 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 their Independent Investigation project. Those due dates will be announced in class and posted online. Students are expected to write down homework and important announcements at the start of each class in a planner / agenda pad.

# 7th Grade Social Studies

Carmen Robles and Morgan Fusetti

## Curriculum overview:

Welcome to Seventh Grade Social Studies. The purpose of this class is to learn new content material and skills, improve students' ability to formulate evidence-based arguments and understand how America's past connects to our present. The seventh grade covers a time span from the colonization of America up until the American Civil War.

While we examine the growth and complexities that developed in the United States we will also be working on several important skills such as note-taking, expository writing, using primary documents to support claims and research. We will examine primary documents like historians and apply them through interactive projects, field trips, class discussions, and interdisciplinary units with other subjects. Among the ongoing essential questions we will examine and continually revisit throughout the year are :

- 1-How did individual and collective voices influence change in society?
- 2- What voices are heard and which are left out?
- 3- What does it mean to be an American? Then and now?

We will cover the following units this year:

<b>Historical Foundations - Thinking Like a Historian</b> Introduction - Historical Thinking Skills and Strategies
<b>Geography and Native peoples of the Americas</b> Review the 5 Themes of Geography Examine the Global Heritage of the American People Prior to 1500 through a Native American regional study
<b>Interaction of People and Ideas - Clash of Cultures</b> We will examine the first encounters of European exploration, the Columbian Exchange and the colonization of the Americas. *Project: Columbus Mock Trial
<b>Creating a Nation - Ideas, Conflicts and Revolution</b> We will examine the events leading up to the American Revolutionary war. *Project: NYC Revolutionary war walking tour
<b>Early nation: Experiments in Government</b> Constitution Study: Constitutional foundations, the Federal/Anti-Federal debate, the Constitution and the Bill of Rights Culminating project: *Multi-media Bill of Rights presentation
<b>The Constitution Tested as a nation grows: Who is considered an American?</b> The Early Republic, Nationalism and Westward Expansion Culminates with a writing performance task
<b>The Constitution Tested: Slavery and Civil War - The Nation and Constitution Tested</b> Case Studies: The many voices of America - Antebellum America, Slavery, sectional differences, compromises and the Civil War *Projects: Antebellum Newspapers and class memory block print quilt

## A typical class:

Start of Class: Students enter, take out notebook and copy the date and objective. Class begins with a warm-up, which is a task or question to focus students on the topic for the day. Students then are engaged in a variety of inquiry based activities, research and/or examination of primary documents to help them grapple with multiple points of view and to gain deeper understanding of topics covered in class.

Notebooks and Folders: This year students will continue using an interactive notebook so that note taking becomes an active process. These notebooks invite students to become engaged in their learning. Students will record ideas from class but will be using the notebook as a resource outside of class as well. Notebooks are a student's tool for keeping information organized so that they can study for tests and complete projects. We will, several times per unit, give notebook quizzes. The purpose of quizzes is to gauge where students are and encourage students to stay organized. Students are allowed to use their notebooks during these quizzes. A folder for class is necessary to organize all handouts and returned work.

Typical Activities: Cornell Note taking, independent reading, close reading of primary documents, listening to passages read aloud, observation and analysis of historical objects/pictures, group work, individual writing, creation of graphic organizers, class debates and discussions.

**Assessments & homework:**

Aside from the weekly Cornell notes summary, homework will be assigned on an as needed basis. Students will have the opportunity to work on longer assignments in class but will need to follow up and continue work at home. All major projects and test dates will be posted on google classroom. Additionally, students will receive a handout explaining project expectations in class. Each unit will include one major project, document analysis and essays, periodic notebook quizzes and a unit test. We will provide extra help sessions and review topic lists that can serve as study guides to prepare for unit tests as needed. Student progress is also monitored via participation in class discussions, group work and completion of in- class assignments.

# 7<sup>th</sup> Grade Spanish

Pooja Shekar

## Curriculum overview:

This course is designed to foster students' Spanish proficiency. Students will loop with their 6th grade year and cover different interesting topics that continue 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, videos, 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 5 ¡Bienvenidos a nuestra escuela! / <b>Welcome to my school!</b> – In this unit, students will describe the school culture using SER and ESTAR. Students will use time to describe their school day as well as using prior and new knowledge.
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Tema 6 ¡Vamos de compras!/ <b>Let's go shopping!</b> In this unit, students will use vocabulary and phrases pertaining to shopping. Students will continue practicing their reading, writing, speaking, and listening skills.
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Tema 7 ¿Dónde estamos?/ <b>Where are we?</b> – In this unit, students use directionals to help them give directions. Students will use maps (NYC) and practice using commonly known phrases used when traveling or visiting other locations.
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Tema 8 Mi vida diaria/ <b>My daily life</b> – 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.
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## Assessments and homework:

Students will have homework assignments of creating flashcards to aid in the growth of their vocabulary. Flashcards help 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 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 homework, projects, and translations, please be sure to use them as a **resource to aid you** 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.

# 7th Grade Band

Stephanie Mazarakis

## **Course Overview:**

Students who chose band will be continuing on their instrument of study from 4<sup>th</sup>-6<sup>th</sup> 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 7th 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 7th Grade 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 lesson group pull out lessons every other week.

These lessons will be on a rotating schedule. All lesson schedules will be printed out for students 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:**

All students will be given sheet music and a folder.

## **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 7th 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.

7th Grade band will be graded pass/fail.



# 7th Grade Chorus

Krista Bruschini

## Course Objectives and Overview

This class will allow students to explore vocal technique, and singing a variety of repertoire as an ensemble. The 7<sup>th</sup> 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

## **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 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> 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.*

# 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

## **6<sup>th</sup> – 8<sup>th</sup> 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 6<sup>th</sup> grade classes will focus on their overall wellbeing, touching upon topics such as, puberty, nutrition, and personal safety, 7<sup>th</sup> grade classes will focus on mental/emotional, and social health; who they are as they navigate through puberty, and 8<sup>th</sup> grade classes will focus on human growth and development. All health lessons will be taught during advisory.