



# Curriculum Guide 2021-2022

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MISSION STATEMENT

Our purpose as a middle school is:

- ★ To discover and leverage the unique strengths of our students in order to help them develop the skills necessary for the 21st century.
- ★ To support all students in their journeys toward personal, social and academic growth.
- ★ To foster a school community where everyone is known, affirmed, safe and challenged.

BELIEF STATEMENT

We believe student success is demonstrated through ongoing personal growth as measured in the following areas: academics, social-emotional development, civic responsibility, and character.

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COURSE REQUIREMENTS

	6th Grade	7th Grade	8th Grade
<b><u>Required Courses</u></b>	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Health ✓ Library Research ✓ Physical Education	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Art ✓ Physical Education ✓ Career Tech Ed	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Health ✓ Physical Education ✓ Career Tech Ed
<b><u>Non-Required Related Arts</u></b> <i>Will be scheduled as availability allows.</i>	<u>Exploratory Courses</u> ● Exploring Music & Theater ● Being Creative thru Art ● Intro to Civics ● World Language ● Middle School Academy & Safety	<u>World Language/Reading</u> ● Reading, or ● Italian, or ● Spanish, or ● Home Language Arts	<u>World Language/Reading</u> ● Reading, or ● Italian, or ● Spanish, or ● FLS, or ● Home Language Arts
<b><u>Electives</u></b> <i>Student choice and availability</i>	● Band, Chorus or Orchestra (must take one) ● Computer Programming ● Creative Art ● Robotics (PLTW) ● Destination Mars ● Geography ● STEAM ● HW Lab	● Band, Chorus, Orchestra, Ukulele ● Organizational Skills ● Creative Art ● Design and Modeling (PLTW) ● STEAM ● Computer Programming ● Geology ● HW Lab	● Band, Chorus, Orchestra, Bucket Drumming ● Art Makerspace ● STEAM ● Crafting & Storytelling ● Green Architecture (PLTW) ● Civics ● Financial Literacy ● HW Lab
<b><u>Academic Intervention Support</u></b> <i>Curriculum needs and availability.                      After School Programs require your child to stay after school.</i>	● Math ● Writing ● Reading Skills ● Wilson Reading ● Learning Center ● ENL Stand Alone <u>After School Programs</u> ● Wells Academy ● ENL Program ● After school help	● Math ● Writing ● Reading Skills ● Wilson Reading ● Learning Center ● ENL Stand Alone <u>After School Programs</u> ● Wells Academy ● ENL Program ● After school help	● Math ● Writing ● Reading Skills ● Wilson Reading ● Learning Center ● ENL Stand Alone <u>After School Programs</u> ● Wells Academy ● ENL Program ● After school help

REQUIRED COURSES  
(Core Academic and Required Related Arts)

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ENGLISH  
(Department Liaison - Pat Daly)

Our well-designed English Language Arts Program ensures that students will learn to use language effectively, to fully appreciate the oral and written expression of others and to achieve the following Common Core Learning Standards in the pursuit of College and Career Readiness:

- Reading standards for literature and informational text.
- Writing standards.
- Speaking and listening standards.
- Range, quality and complexity of student reading.

SUMMER READING- *Slacker* by Gordan Korman

All Middle School students are expected to complete a Summer Reading book before returning to school each year. Through the collaborative efforts of the administrators, teachers and PTA, each year one book is chosen that contributes to our school-wide community and social-emotional focus. Students are provided with their own copy of the book before the end of the school year. School-wide activities and book-talks are conducted throughout the year based on the chosen book.

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ENGLISH 6

This course is designed for sixth grade students. Reading, writing, listening, and speaking are used as vehicles for learning.

TEXTS: Beginnings in Literature - Anthology

NOVEL: A selection of three novels will be chosen from the following list:

Wonder; The Lightning Thief; Crispin; The Greek Gods; The Watsons Go to Birmingham; The Story of King Arthur

ENGLISH 7

This course is designed for all seventh grade students. Reading literature, writing, listening, and speaking are used as vehicles for learning.

TEXTS: Houghton, Mifflin English (general text)  
Discoveries in Literature - Anthology  
Timeless Voices, Timeless Themes - Bronze Level -Anthology

NOVELS: Reading selections will be chosen from the following list:

My Brother Sam Is Dead; A Year Down Yonder; The Pearl; The Giver  
SPELLING: Holt, Rinehart and Winston

ENGLISH 8

This course is designed for all eighth grade students. Reading, writing, listening, and speaking are used as vehicles for learning.

NOVELS: Units of study will focus on the following titles:  
Night; Inside Out and Back Again; Warriors Don't Cry

SOCIAL STUDIES

(Department Liaison – Susan Barbato)

The Middle School Program is designed to increase students' abilities to understand an ever-changing, complex world. Students are encouraged to reach conclusions about significant issues and events of the past and present. They will be exposed to the concepts of the social sciences in order that all students gain a greater appreciation of their own cultures as well as the values and beliefs of others.

SOCIAL STUDIES 6

The program emphasizes the cognitive skills which students can use to analyze and appreciate the growing interdependence of the nations of the world, focusing on the geo-cultural regions of Europe and the Middle East. Emphasis is placed on academic competencies of maps and graph skills, writing, reading, and oral skills. A continuation of primary source document analysis will be emphasized and the use of these sources as skills will be applied in writing document based essays.

TEXT: History of Our World

SOCIAL STUDIES 7

The program emphasizes the cognitive skills which students can use to analyze and appreciate American history. Special importance is placed on the academic competencies of map and graph skills, writing, reading, and oral skills. Students will study early American history from the pre-Columbian period through the mid-19<sup>th</sup> century Civil War Era. Primary source document analysis and essays based on enduring ideas, will be reinforced.

TEXT: United States History

SOCIAL STUDIES 8

The program is a continuation of Social Studies 7. Academic emphasis continues to be placed on writing, reading, and oral skills. There is an increased emphasis on critical thinking skills which is integrated throughout the program. Once again, primary source document analysis and essays based on enduring ideas will be reinforced, to help prepare students for state assessments and high school study at all levels. Topics cluster around the American historical experience and include an analysis of political systems, economic changes in the 19<sup>th</sup> and 20<sup>th</sup> centuries, manifest destiny, the development of the U.S. as a world power, prosperity, depression, and the role of the U.S. in the Community of Nations will all be studied.

TEXT: United States History

MATH

(Department Liaison – Nora Johnston)

Through the integrated study of number sense, operations, algebra, geometry, measurement, statistics and probability, the New York State Mathematics Curriculum highlights the following learning standards for middle school students. Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; and solve problems using appropriate tools and strategies.

MATH 6

Operations with whole numbers, decimals, fractions, and percents are the main focus of the sixth grade curriculum. Students will extend their conceptual understanding of number theory, geometry, algebra, measurement, probability and statistics. This knowledge base facilitates the development of problem solving, critical thinking, and communication skills.

TEXT: Middle School Math Course 1

PUBLISHER: McDougal Littell

MATH 6 ADVANCED

The sixth grade advanced course is an academically challenging study of mathematics. Problem solving, communication, reasoning, and connections are emphasized. The course content offers a range of topics needed for the successful study of algebra. Number theory, percents, equations, probability, statistics, measurement, and geometry are included in the syllabus. Students must maintain an average of at least 85% to remain in the advanced program.

TEXT: Middle School Math Course 1

PUBLISHER: McDougal Littell

MATH 7

This course content offers a range of topics necessary for the successful study of Algebra. Math 7 develops the concepts of number sense, probability, statistics, geometry, measurement and Algebra. Communicating mathematical ideas and using alternative problem solving strategies are an integral part of the curriculum.

PRE-ALGEBRA 7 ADVANCED

This course offers an enriched version of the Pre Algebra 8 course. As in all math courses, problem solving, communication, and reasoning are stressed. Critical thinking skills are an important part of the course work. The curriculum provides students with the opportunity to strengthen their conceptual knowledge of equations, inequalities, geometry, percents and measurement.

Students must maintain an average of at least 85% to remain in the advanced program.

Prerequisite: Successful completion of the Math 6 Advanced course.

ALGEBRA 1 7 HONORS

This course is the New York State Algebra 1 high school mathematics course. The primary emphasis is algebra with additional focus on number sense, functions and statistics. Students will be encouraged to develop their mathematical reasoning ability through problem solving. This is a one-year course. Students will take the New York State Algebra 1 Regents in June. Students must maintain an average of at least 85% to remain in the honors program.

Prerequisite: Successful completion of the Math 6 Advanced course, high scores on the performance criteria and teacher recommendation.

## Henry H. Wells Middle School

### MATH cont'd

#### PRE ALGEBRA 8

The Pre Algebra curriculum focuses on Algebra procedures and concepts to prepare students for the rigors of high school mathematics. The students will formulate and reason with expressions, equations, and functions. The curriculum provides the opportunity to analyze two-dimensional and three-dimensional figures using distance, angles, similarity, congruence, and right triangle measurement.

#### ALGEBRA 1 8 ADVANCED

This course is the New York State Algebra 1 high school mathematics course. The primary emphasis is Algebra with additional focus on number sense, functions and statistics. Students will be encouraged to develop their mathematical reasoning ability through problem solving. This is a one-year course. Students will take the New York State Algebra 1 Regents in June.

Students must maintain an average of at least 85% to remain in the advanced program.

Prerequisite: Successful completion of the Pre Algebra 7 Advanced course.

#### GEOMETRY 8 HONORS

This course is the second of three Regents-level classes designed by New York State. The primary emphasis is geometry focusing on geometric proofs, transformational geometry, and coordinate geometry. Students will take the New York State Geometry Regents in June. Students must maintain an average of at least 85% to remain in the honors program.

Prerequisite: Successful completion of Algebra 8 (7 Advanced) and passing the New York State Algebra 1 Regents Exam



SCIENCE

(Department Liaison – Katie Keane-Allen)

SCIENCE 6

The course objectives include understanding the importance of science in everyday life and how science has developed to its present level by the application of the scientific method of experimentation. General activities include collecting and analyzing data, working with science equipment, doing experiments, and problem solving. The inquiry approach to teaching science will be highlighted, as well as the hands-on approach to learning about and understanding science concepts. The course content includes the following topics:

- Chemistry (The Nature of Science – Measurement – Matter and its Changes – Atoms, Elements, and the Periodic Table)
- Physics (Motion, Forces, and Simple Machines – Energy – Electricity and Magnetism)
- Earth Science (Rocks and Minerals – Forces Shaping the Earth – Weathering – The Atmosphere in Motion)
- Astronomy (Exploring Space – The Solar System and Beyond).

Required work includes: Science News Reports, Lab Reports, quizzes, tests, reading from the text.

TEXT: Glencoe Science (Level Red), 2005

LIVING ENVIRONMENT 7

The content of the Living Environment Regents Course is a study of the plants and animals that make up the living part of our Earth. The course objectives are to refine skills in observing, recording, and summarizing data and to develop a higher order of thinking skills which will be applied in making decisions and problem solving. Students will experience hands-on laboratory work throughout the school year. Seventh grade students will take the entire course beginning in 7<sup>th</sup> grade and ending with the Living Environment Regents at the end of 8<sup>th</sup> grade. Students are required to take a midterm and a final exam.

TEXT: Miller & Levine Biology, Pearson;  
The Living Environment (Review Book)

LIVING ENVIRONMENT 8

Our goal in the 8<sup>th</sup> grade Living Environment curriculum is to challenge all middle school students to excel in science. The 8<sup>th</sup> grade program (together with the 7<sup>th</sup> grade Living Environment curriculum) is designed to achieve success for all students. Students will understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science. All students will be required to take The Living Environment Regents Exam. 1200 minutes of satisfactorily completed laboratory work is required to be admitted to the Regents exam.

TEXT: Prentice Hall Biology 2006;  
A Brief Review for NY Living Environment

WORLD LANGUAGE

(Department Liaison – Deborah Velazquez)

Studying a second language promotes a greater understanding of cultural diversity among people. It can enhance the vocabulary and grammar of your own language, help improve your memory and can even help you excel in your chosen future career. Besides promoting greater cultural awareness and appreciation, the foreign language program at the middle school will assist students in the study of their selected language beginning in seventh grade. The program of studies will concentrate on gaining competency in listening, speaking, reading, and writing skills. The program can eventually lead to an advanced seal of biliteracy in Italian or Spanish on your high school diploma.

HOME LANGUAGE ARTS 6/7/8

This course is for students who already have a language proficiency in Spanish. Course materials are designed using the NYS Bilingual Common Core Progressions which mirror the ELA Common Core Standards. The goal is for emerging bilingual students to practice the literacy skills needed in order to become fully bilingual and biliterate. Students will engage in literature in Spanish and also have collegial discussions about the benefits of being bilingual in the 21st-century.

SPANISH 7

This course is part one of a two-year high school level course. This first year will provide practice in conversational patterns, grammatical structure, oral comprehension, reading and writing in Spanish. There is also an introduction to Spanish and Hispano-American culture and geography. Students will use a variety of materials and authentic situations to promote foreign language learning.

ITALIAN 7

This course is part one of a two-year high school level course. This first year will provide practice in conversational patterns, grammatical structure, oral comprehension, reading and writing in Italian. There is also an introduction to Italian culture and geography. Students will use a variety of materials and authentic situations to promote foreign language learning.

## Henry H. Wells Middle School

### WORLD LANGUAGE cont'd

#### SPANISH I

This course is the second part of a two-year high school level course in Spanish. Previously learned material will be reviewed and expanded. In addition to the basic text, a variety of outside materials will be used. Students are expected to conduct basic conversations in Spanish, understand simple texts and spoken Spanish, as well as write on various topics in Spanish. Successful completion of this course and a passing grade on the FLACS final exam will give the student one high school credit. Spanish II may be continued at high school in preparation for the Regents and, with further study, an advanced seal of biliteracy in Spanish on your high school diploma. Students must pass this course with a 65% to continue to Spanish II.

Prerequisite: Students must pass Spanish 7.

#### FOREIGN LANGUAGE SURVEY 8- SPANISH

According to the Regents Action Plan, all students are now required to take a foreign language for two years before the end of the ninth grade. This course was developed with an emphasis on basic communication. Course content is similar to Spanish 7. This course is taken in 8<sup>th</sup> grade and is required for all students who are not presently taking a foreign language and who are not legally exempt. Please note that all students will be placed in New York State Regents level classes in high school

#### ITALIAN I

This course is the second part of a two-year high school level course in Italian. Previously learned material will be reviewed and expanded. In addition to the basic text, a variety of outside materials will be used. Students are expected to conduct basic conversations in Italian, understand simple texts and spoken Italian, as well as write on various topics in Italian. Successful completion of this course and a passing grade on the FLACS final exam will give the student one high school credit. Italian II may be continued at high school in preparation for the Regents. Students must pass this course with a 65% to continue to Italian II.

Prerequisite: Students must pass Italian 7.

PHYSICAL EDUCATION

The Physical Education Program at Wells Middle School strives to have a positive impact on all. This will be done through:

- The continued improvement of motor skills as developmentally appropriate for the early adolescent.
- The ongoing assessment of individual fitness levels.
- The realization that personal and social responsibility are vital components of human relations.

We believe that all students have the ability to accept physical activity as an important part of life. Fitness, self-awareness, healthy body image and stress management are understood as benefits of physical activity. Students will be encouraged to demonstrate leadership, respect and problem solving through participation in organized games and activities. Middle School Physical Education must be appropriate for the distinct developmental level of early adolescence.

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Activities of the Physical Education Program at Wells Middle School include, but are not limited to the following:

(Activities are subject to change.)

Assessment	Frisbee	Skill Related Fitness
Badminton	Health Related Fitness	Soccer
Basketball	Juggling	Softball
Creative Movement	Lacrosse	Speedball
Dance	Nutrition	Tennis
Field Hockey/Floor Hockey	Personal Fitness	Volleyball
Flexibility Training	Planning	Yoga
Football	Project Adventure	

All activities will incorporate the New York State Physical Education Standards of Personal Health and Fitness, a Safe and Healthy Environment, and Resource Management.

Aspects of Personal and Social Responsibility are to be developed through successful participation in Physical Education at Wells Middle School.

In order to achieve compliance with New York State Physical Education Standard #2 - *A Safe and Healthy Environment* - the Wells Physical Education Staff will attempt to incorporate the following traits of character through participation in class activities:

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Cooperation	Communication	Honesty
Effort	Compassion	Leadership
Responsibility	Respect	Risk Taking
Safety	Safety	Safety
		Social Responsibility

ADAPTIVE PHYSICAL EDUCATION

Adaptive Physical Education is a program which may be adapted or modified to address the individualized physical needs of students. It is good teaching which modifies the curriculum, task, equipment, and/or environment so that all students can fully participate in physical education.

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HEALTH EDUCATION

(Grades 6 & 8)

The goal of Health Class is to meet the New York State Standards for health education and promote student wellness. The student is challenged to balance functional knowledge, health skills, and lasting applications through a variety of activities. The emphasis is to develop a healthy lifestyle. The various topics provide students with essential information in order to be healthy and safe, and achieve academically. Students are encouraged to maintain responsible behaviors, demonstrate positive family values, and take responsibility for their own healthy lifestyle.

Areas of Functional Knowledge include:

- Nutrition
- Violence and Injury Prevention
- Tobacco, Alcohol and Other Drugs
- Sexual Health and Sexual Risks
- H.I.V. / A.I.D.S.

Health Education Skills include:

- Self Management
- Relationship Management
- Stress Management
- Communication
- Planning and Goal Setting
- Decision Making
- C.P.R. and First Aid (Grade 8)
- Advocacy

CAREER TECHNOLOGY EDUCATION

Technology is the application of knowledge, tools, and skills to solve practical problems and expand human capabilities. Career technology education is a hands-on program and is taught using an investigative, design and construct problem-solving approach. Students will develop problem-solving skills, expand their creativity, and increase technological literacy as they explore different areas of our technological society.

CAREER TECHNICAL EDUCATION 7

Students will learn hands-on skills using tools, machines, materials, processes, and technical concepts to safely and efficiently create products.

CAREER TECHNICAL EDUCATION 8

Students will study drafting, which is a method of communicating in the world of technology. Using the problem-solving method, students design and construct products that solve real world problems in the areas of communication, manufacturing, construction, and transportation.

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VISUAL ARTS

(Department Liaison - Irene Othmer)

The goal of the program is to have every Middle School student experience, appreciate and develop visual and technical skills through a variety of media. Students are provided with many materials and resources in a studio setting to maximize abilities and visual communication.

ART 7

The seventh grade Art Program is a half-year required course which focuses on developing visual literacy and communication. Students explore and apply the Elements of Art as well as the Principles of Design to each project. Through creative thinking and problem solving processes, students will develop observational, expressive, and technical skills to enrich their middle school learning experience.

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LIBRARY RESEARCH

(Grade 6)

The goal of Library Research is to make the students more comfortable in a library setting and to have them become more proficient in finding and using information in the library. We will explore the Internet as a resource and find out how to evaluate Internet resources. Students will develop their research skills through curriculum-based projects. By incorporating all subject areas, the Library Research program provides opportunities for our students to develop into independent, lifelong learners.

EXPLORATORY COURSES

(Grade 6 -Everyday for one quarter)

BEING CREATIVE thru ART

This Art Exploratory is an introduction to the visual arts which focuses on developing visual literacy and communication. Students will explore and apply the Elements of Art as well as the Principles of Design to each project. Through creative thinking and problem solving processes students develop observational, expressive, and technical skills to enrich their middle school learning experience.

EXPLORING MUSIC & THEATER

This course is designed to be an exploration of music and theatre, focusing on music literacy, music's cultural connections, and the components of theatrical performance. A unit involving percussion playing will also be explored, emphasizing listening skills, musical composition and performance. Students will also learn staging, blocking, voice projection and other performance arts skills. This will help students develop their communication and collaborative skills, while gaining a sense of audience and performance. Character education traits such as responsibility, teamwork, and respect will be central to this course.

INTRO TO CIVICS

This course is designed to give students a deeper understanding about the organization and structure of the United States and New York State government. Students will examine the purpose of government, the different systems of government, the three branches of the U.S. government, and their rights as Americans. Intro to Civics will develop students' sense of civic responsibility and give them background knowledge for seventh grade US history.

MIDDLE SCHOOL ACADEMY & SAFETY

Middle School Academy is a sixth-grade course which will be helpful as students experience their middle school journey. Students will be exposed to a variety of different topics, such as safety, organizational and study skills, as well as the ins and outs of navigating middle school successfully. Students will also learn about social skills and tools that will be helpful for handling peer relationships. Middle School Academy is a learning experience that will support students in making positive choices throughout their middle school career.

WORLD LANGUAGE

This course is a basic introductory course to the World Languages offered at Brewster (Spanish and Italian). This course gives students a foundation for foreign language study. Students will explore the language and culture. Students will develop basic listening, speaking, reading and writing skills in each language. This course will give students exposure to each language, affording them more insight when selecting their language choice to study for 7th and 8th grade. Vocabulary is covered by theme along with culture.

ELECTIVES  
(Student choice and availability)

GRADE 6

BAND

The Band Program provides musical experiences for brass, woodwinds and percussion. Musical literature includes classical to modern. Emphasis is placed on mastery of technique and all the elements necessary for musical performance. Band students are also required to attend one small group lesson each week during the school day. Students are taken out of the classroom on a rotating schedule for lessons, and they are expected to make up any missed class work. Attendance at concerts is mandatory. Deadline for withdrawal is the first day of October in any given year. For the 2021-2022 school year, any student who had dropped out of band during 4th, 5th, 6th, or 7th grade is encouraged to rejoin band for this school year. Band is a full year course.

Prerequisite: Prior band experience is necessary.

CHORUS

The Chorus Program provides vocal music experience to 6th, 7th, and 8th grade students. Musical literature includes various music styles in unison, two and three part harmony. Emphasis is placed on proper vocal production, sight-reading, and mastery of choral techniques, knowledge and other elements necessary for musical performance. Letter grades are recorded each quarter on the report card. Attendance at concerts is mandatory. A student enrolled in Chorus may also be a band member or an orchestra member. Deadline for withdrawal from Chorus is the first day of October in any given year. Students may also join in the second semester with permission of the choral director.

COMPUTER PROGRAMMING

This class will cover topics such as problem solving, programming, user-centered design, and data utilizing programs such as CS-first with google, code.org, and scratch. Students will explore these tools to become producers of digital media.

CREATIVE ART

Creative Art class is a half year elective which is offered for the student who wants an advanced art experience. Through a variety of experiences and assignments, students will learn how to choose and utilize different art techniques, styles, and media to best express their ideas and feelings.

DESTINATION MARS

This course will send students on a mission to Mars with the main task of survival. Students will be engaged in a hands-on meaningful learning experience utilizing the young readers edition of The Martian by Andy Weir. Design and engineering skills will be honed while planning and executing a mission to Mars.



## Henry H. Wells Middle School

### ELECTIVES Grade 6 cont'd

#### GEOGRAPHY OF THE UNITED STATES AND THE WESTERN HEMISPHERE

This course will help 6th grade students become familiar with the Physical Geography of the United States, and parts of the Western Hemisphere. Some project based learning will be used to better understand geography. A study of some of the National Parks and Hiking Trails within the United States will be researched and studied. National Geographic Society will be utilized to promote the understanding of geography, and its importance in today's world. Becoming familiar with the National Geographic - National Geography Bee, and all it has to offer will be incorporated in this course.

#### ORCHESTRA

All students are expected to have prior experience before joining the orchestra. The deadline for admission or withdrawal from the Orchestra Program is the first day of October in any given year.

All orchestra students will participate in weekly class lessons on their prospective string instruments: violin, viola, cello or string bass. Assignments are given weekly to develop students' technique, music reading skills and sound development, following the NY State standards for music education.

Students are expected to complete these weekly assignments through practice at home. Students are expected to attend lessons at their scheduled time, prepared with their instruments and music. (Students can check their scheduled times through google classroom)

All string students are required to have a three ring binder for orchestra. Students will also participate in rehearsals. Rehearsals are a combination of all the string instruments where we practice performance techniques for the two scheduled concerts, one in December and the other in May, which will be given during the school year. Concert attendance is mandatory. Students will have a choice of how many times a week they can participate in rehearsal. (This schedule will be worked out between parents and students through the guidance office.) All string students will be assigned a "cubby" in the string room to keep their instruments safe during the school day. Students will be graded on: rehearsal participation, lesson attendance and a playing test (for proficiency).

#### PROJECT LEAD THE WAY - ROBOTICS

Lego kits are used to create a foundation of knowledge about basic machines in order to build up to the creation of robots. Students will work cooperatively in teams to do various projects and will end the course with actual robotic creations.

#### STEAM (Science, Technology, Engineering, Art, Math) - With a focus on "Equity", Civic Engagement and Social Justice

This class will use statistics to create awareness as we learn more about Brewster through a mathematical lens. Students will engage in rich inquiry tasks making connections to their own experiences as they develop into responsible citizens and mathematicians. Students will be working to enact social change within our local community and the world at large.

GRADE 7

BAND

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CREATIVE ART

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Geology

## Henry H. Wells Middle School

### Electives Grade 7 cont'd

#### ORCHESTRA

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All orchestra students will participate in weekly class lessons on their prospective string instruments: violin, viola, cello or string bass. Assignments are given weekly to develop students' technique, music reading skills and sound development, following the NY State standards for music education. Students are expected to complete these weekly assignments through practice at home. Students are expected to attend lessons at their scheduled time, prepared with their instruments and music. (Students can check their scheduled times through google classroom)

All string students are required to have a three ring binder for orchestra. Students will also participate in rehearsals. Rehearsals are a combination of all the string instruments where we practice performance techniques for the two scheduled concerts, one in December and the other in May, which will be given during the school year. Concert attendance is mandatory. Students will have a choice of how many times a week

they can participate in rehearsal. (This schedule will be worked out between parents and students through the guidance office.) All string students will be assigned a "cubby" in the string room to keep their instruments safe during the school day. Students will be graded on: rehearsal participation, lesson attendance and a playing test (for proficiency).

#### ORGANIZATIONAL SKILLS

This class will focus on executive functioning skills such as planning, organization, task initiation, time management, working memory, attention, flexibility, metacognition and perseverance. These skills are the key to success, are you ready?

#### PROJECT LEAD THE WAY - DESIGN AND MODELING

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

#### UKULELE

Each student will realize that they can be a ukulele player. This half-year course serves as an introduction to the instrument and will provide students with instant access to making music on the ukulele. Focus points will be strumming and rhythms, reading music, improvising, and beginning songwriting. Students will have the opportunity to build their ukulele skills while performing pop, rock, and folk music. Music technology will be incorporated into this course as well. No music experience is necessary to participate in this class!

GRADE 8

ART MAKERSPACE

Art Makerspace is a half-year elective course with a group project based learning curriculum in a classroom culture of independence, discovery and problem solving. Students play an active role in selecting the concepts behind their pieces to create artwork that is unique and personal. Through sharing their work, students feel empowered to create art that has a positive impact on a specific audience or organization.

BAND

The Band Program provides musical experiences for brass, woodwinds and percussion. Musical literature includes classical to modern. Emphasis is placed on mastery of technique and all the elements necessary for musical performance. Band students are also required to attend one small group lesson each week during the school day. Students are taken out of the classroom on a rotating schedule for lessons, and they are expected to make up any missed class work. Attendance at concerts is mandatory. Deadline for withdrawal is the first day of October in any given year. For the 2021-2022 school year, any student who had dropped out of band during 4th, 5th, 6th, or 7th grade is encouraged to rejoin band for this school year. Band is a full year course. Prerequisite: Prior band experience is necessary.

BUCKET DRUMMING

In this half-year class, you will learn the basics of bucket drumming. We will explore the different types of sounds that can be created by hitting various areas of the bucket, proper playing technique, as well as how to read and play rhythms. This class will be structured as an interactive drum circle type format. Students will have the opportunity to build their rhythmic reading skills while performing pop, rock, and folk music. Music technology will be incorporated into this course as well. No music experience is necessary to participate in this class!

CHORUS

The Chorus Program provides vocal music experience to 6th, 7th, and 8th grade students. Musical literature includes various music styles in unison, two and three part harmony. Emphasis is placed on proper vocal production, sight-reading, and mastery of choral techniques, knowledge and other elements necessary for musical performance. Letter grades are recorded each quarter on the report card. Attendance at concerts is mandatory. A student enrolled in Chorus may also be a band member or an orchestra member. Deadline for withdrawal from Chorus is the first day of October in any given year. Students may also join in the second semester with permission of the choral director.

CRAFTING & STORYTELLING

Crafting and Storytelling is a class where students will be introduced to different craft projects and reading various stories together. The class will be set up for students to show off their creativity, while also learning to love a good story.

## Henry H. Wells Middle School

### Electives Grade 8 cont'd

#### CIVICS

This half year course is designed to give students a deeper understanding about the organization and structure of the United States and New York State government. The students will study government philosophy, the creation of the US Constitution, an in depth look at the three branches of government, and the court system. This course counts toward the accumulation of required points toward the Seal of Civic Readiness at BHS; awarded at graduation.

#### ORCHESTRA

All students are expected to have prior experience before joining the orchestra. The deadline for admission or withdrawal from the Orchestra Program is the first day of October in any given year.

All orchestra students will participate in weekly class lessons on their prospective string instruments: violin, viola, cello or string bass. Assignments are given weekly to develop students' technique, music reading skills and sound development, following the NY State standards for music education. Students are expected to complete these weekly assignments through practice at home. Students are expected to attend lessons at their scheduled time, prepared with their instruments and music. (Students can check their scheduled times through google classroom)

All string students are required to have a three ring binder for orchestra. Students will also participate in rehearsals. Rehearsals are a combination of all the string instruments where we

practice performance techniques for the two scheduled concerts, one in December and the other in May, which will be given during the school year. Concert attendance is mandatory. Students will have a choice of how many times a week they can participate in rehearsal. (This schedule will be worked out between parents and students through the guidance office.) All string students will be assigned a "cubby" in the string room to keep their instruments safe during the school day. Students will be graded on: rehearsal participation, lesson attendance and a playing test (for proficiency).

#### PROJECT LEAD THE WAY - GREEN ARCHITECTURE

In this unit, students learn how to apply green concepts to the fields of architecture and construction. They explore dimensioning, measuring, and architectural sustainability and apply what they have learned to design affordable housing units using Autodesk's® 3D architectural design software.

SUPPORT CLASSES (Based on Curriculum Needs and Availability)

CURRICULUM SUPPORT TUTORIAL / INTERVENTION

This time will be given to students who are struggling with work completion in a particular academic class. Class size is smaller and academic-specific teachers will be assigned. Subject area tutorials include: Reading, Writing, Math, Learning Center, ENL Stand Alone, Wells Academy, ENL program, After school help.

HOMEWORK LAB (Grades 6, 7 & 8)

In an effort to promote literacy and to reinforce essential skills and habits, students will have an opportunity to build in time for homework. Students are expected to come to their HW Lab location prepared with appropriate reading material or homework to be completed silently.

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READING

(Department Liaison - Bonnie Palumbo)

READING SKILLS (Grades 6, 7, and 8)

Students who have not demonstrated a strong foundation in language arts that is considered acceptable by NY State's Education Standards are placed in a Reading Skills class. Group instruction is given in essential reading skills including: content area reading techniques, study skills, and reading strategically, expressively, and independently.

WILSON (Grades 6, 7, 8)

The Wilson Language Program is a Tier 3 program. This is a multisensory language instruction, for students who are not making sufficient progress in reading and writing. Wilson is a structured literacy program based on phonological-coding and Orton-Gillingham principles. This program directly and systematically teaches students to become fluent in decoding and encoding skills in order to reach a level of mastery. Students placed in this class will be referred by teachers and guidance counselors. The Wilson Assessment of Decoding and Encoding (WADE), which is a curriculum-based assessment measuring a student's decoding and encoding skills, will be given upon the referral.

ADDITIONAL SUPPORT SERVICES

SPECIAL EDUCATION

(Department Liaison – Robin Caverly)

INTEGRATED CO-TEACHING

Students with disabilities receive instruction within a regular education classroom with nondisabled peers. Instruction and support is delivered collaboratively by both the regular and special education teachers. These classes are available in Math, English, Science and Social Studies. Students in this program also have the opportunity to receive additional support from a special education teacher in a Learning Center.

SPECIAL CLASSES (Self-Contained Class)

Students with disabilities receive specialized curriculum-based instruction in small groups in a separate location. Instruction is delivered by a Special Education teacher. Self-contained classes are offered in Math, English, Science and Social Studies.

RELATED SERVICES

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling
- Teacher of Hearing Impaired
- Teacher of Visually Impaired
- Nursing Services
- Assistive Technology

ENGLISH AS A NEW LANGUAGE (ENL)  
(ENL Specialist:)

ENGLISH LANGUAGE PROFICIENCY DETERMINATION

A student's English language proficiency is determined either at entry through the *New York State Identification Test for English Language Learners* (NYSITELL) or by the *New York State English as a Second Language Achievement Test* (NYSESLAT), which is given annually. Due to the Covid-19 Spring 2020 exam cancellations, NYSED has instructed that ENL language proficiencies will be based on the 2019 NYSESLAT scores. The ENL language proficiencies are Entering, Emerging, Transitioning, Expanding and Commanding. Each proficiency requires a certain level of support throughout the school day from an ENL certified teacher.

ENL STAND ALONE

New York State requires that ENL students with an Entering and Emerging English language level proficiency receive stand alone support with an ENL teacher. In these classes, ENL teachers aim to improve the students' language proficiencies and literacy skills. Units and lessons are designed to teach students skills and strategies that can be used in their content classrooms or when students have to work independently.

INTEGRATED CO-TEACHING with ENL & CONTENT TEACHERS

New York State also requires support for ENL students in some core content classes. This requirement is met with a teacher who is certified in a content area and ENL or through integrated co-teaching with a content teacher and an ENL teacher. In either class, lessons are designed and taught with multiple entry points for students to access content materials and may be differentiated to support the various language levelings in the classroom.

TRANSITIONAL BILINGUAL EDUCATION (TBE) PROGRAM

ENL students who score at an Entering or Emerging language proficiency will be placed in our transitional bilingual education program. These classes are taught by a mix of bilingual education (BE) teachers, core content teachers and ENL teachers. The classes are designed to give the students some foundational content information and basic literacy and/or numeracy skills in each subject in the students' native home language. Once the students achieve a certain benchmark criteria, he/she will be placed into a mainstream integrated co-taught classes with a content teacher and ENL teacher.

Grade 6 Bilingual Program- ELA, Math, Science, Social Studies, Home Language Arts (HLA), Stand Alone 6

Grade 7 Bilingual Program- Math 7-BE, Living Environment 7-BE, Home Language Arts (HLA), Stand Alone 7

Grade 8 Bilingual Program- Math 8-BE, Living Environment 8-BE, Home Language Arts (HLA), Stand Alone 8



## *Henry H. Wells Middle School*

Additional Support Services cont'd

### SCHOOL COUNSELING PROGRAM (Department Liaison - Joanna Biagi)

Our mission as school counselors at Henry H. Wells Middle School is to provide a comprehensive, and age appropriate school counseling program that is aligned with the New York State Learning Standards. The Counseling Department focuses on the interests and needs related to the stages of student growth through academic, career, and social development. In partnership with students, staff, family and community members, we will assist students in their efforts to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

The school counselor provides the proactive leadership required to ensure every student is served. They manage the comprehensive program with teachers, parents, and community agencies to meet the needs and academic standards of New York State.

The foundation, delivery, and management of the comprehensive school counseling program at Henry H. Wells Middle School is preventive in design and developmental in nature. A Multi-Tiered Support System Team meets weekly to oversee the implementation of school counselor services at Wells.

School counselors also facilitate developmentally appropriate services to selected students. Groups will include, but are not limited to,

- Career development
- Conflict resolution
- Peer mediation
- Organizational skills
- Relationship Building

SCHOOL NURSE

(Elizabeth Cullen and Erin Hecht)

Duties are to be performed by the school nurse in the school buildings of Brewster under the general policies outlined by the Board of Education and administered by the superintendent and building administrators. Allowance is provided for exercise of independent judgment in the emergency and technical phases of the work.

The specific responsibilities include but are not limited to:

- Administering first aid to pupils and school personnel;
- Administering the policies and procedures relative to student injuries and incidents including maintaining records and insurance forms;
- Administering vision and hearing tests only when deemed necessary;
- Aiding in the identification of children who are physically handicapped; and
- Arranging and assisting the school physician with all required physicals;
- Assisting and advising in scoliosis screening and follow-up referrals;
- Assisting school authorities in situations involving health and hygienic problems;
- Completed on a yearly basis, the state mandated immunization survey.
- Encouraging health examinations in contact with families;
- Maintaining accurate and complete cumulative health records for each pupil;
- Notifying parents of results of physicals;
- Providing comfort in urgent personal problems;
- Providing, when needed, pertinent information for Student Support Team conferences;

SCHOOL PSYCHOLOGIST

(James McCabe, Nicole Gomez-Arocho)

The School Psychologist is an advocate for the students and will work with staff and parents for the benefit of the students.

- Leads the Multi-Tiered Support System (MTSS) weekly meetings.
- Evaluates students and prepares psychological reports for CSE as needed.
- Meets with students in need of psychological assistance.
- Meets with parents to explain test findings and recommendations.
- Aids building staff to work with children with psychological problems.

In addition the Psychologist:

- Coordinates special education referrals.
- Participates in annual and tri-annual reviews.
- Performs individual and group counseling services as needed and as indicated on the IEP.
- Acts as a resource person to assist building staff to better understand and more efficiently work with classified students.
- Provides crisis intervention and referrals.
- Performs educationally-related support services.
- Makes home visits as needed by the school system.

SCHOOL SOCIAL WORKER

(Naomi Nunez)

The School Social Worker is an advocate for the students and will work with staff and parents for the benefit of the students. Currently we have one social worker on our staff. The social worker:

- Provides crisis intervention and referrals.
- Performs individual and group counseling services as needed and as indicated on the IEP.
- Coordinates services from community and state agencies for students in need of such services.
- Participates in weekly Multi-Tiered Support System meetings.
- Writes social histories for students referred to the Committee on Special Education.
- Makes home visits as needed by the school system.
- Acts as coordinator of the Student Assistance Fund.
- Acts as a liaison between mental health professionals, social services, and school staff.
- Attends Putnam County P.I.N.S. (Person in Need of Supervision)
- Member of the building Crisis Team, as well as the BOCES Regional Crisis Team.

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SPEECH / LANGUAGE PATHOLOGIST

(Jossy Gramajo)

The Speech/Language Pathologist focuses on receptive language, or the ability to understand words spoken, and expressive language - the ability to use words to express oneself. Dealing with the mechanics to produce words, such as articulation, phonemic awareness, and fluency, the speech-language pathologist is professionally trained to prevent, screen, identify, assess, diagnose, refer, provide intervention for, and counsel persons whom are at risk for articulation, fluency, voice, language, communication, swallowing, and related disabilities.

Responsibilities include:

- Administers evaluations for speech and language disorders.
- Develops/implements Individual Educational Programs.
- Provides individual and group speech and language therapy.
- Provides educationally-related support services.
- Consultation services with teaching staff and parents.
- Provides accurate, up-to-date annual reports to CSE.
- Provides quarterly progress reports for Medicaid.
- Provides quarterly IEP progress reports to parents.
- Multi-disciplinary team member.

Services are provided on a regular basis with one, two or more sessions scheduled weekly. Students are seen individually, in small groups in a special location, or within the classroom setting as a part of the inclusion model.

CO-CURRICULAR ACTIVITIES

ART CLUB - Mrs. Othmer & Mrs. Spreter-

Are you a 6th grader who enjoys art? The Art Club meets once a week to give this grade more opportunities to create art and develop artistic skills. Many different materials and techniques are explored, and projects are completed in one or two sessions.

JAZZ ENSEMBLE - Miss Beyer

This extracurricular will prepare students to perform as a part of the Wells Jazz Band. No prior experience in jazz is necessary but band experience on an instrument is required. Rhythm section instruments including the piano, the upright/electric bass, drumset, and guitar are also accepted instruments in the jazz band (auditions for these may be required depending on the amount of students interested). This extracurricular will serve as an introduction to the rich history of jazz music. Through after school ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. The jazz band will put on at least two performances during the school year. Attendance is mandatory for the performances.

KINDNESS KLUB - Mrs. Biagi & Ms. Guzman (New Club)

Kindness Klub is not new to Wells but we're finally "official" this year! Open to 6th, 7th, and 8th grade students. We will work together to strengthen the Wells community in the spirit of unity, respect, and most of all, KINDNESS. Students will meet monthly to collaborate on ideas on how to spread kindness to each other and to the whole Brewster community. If you like painting kindness rocks, planning ways to spread kindness, and you like to put smiles on your fellow students' faces, this is the club for you.

LEADERSHIP CLUB - Mrs. Gargano & Mrs. Miller

The purpose of the club is to foster service activities within Henry H. Wells Middle School, the town of Brewster and within the global community. Through collaboration, middle school students learn the importance of social responsibility, civics, empathy and service to others. This club is open to all students in grades 6-8 and meets every other week. Some initiatives the Leadership Club has completed in the past include a collection drive for enlisted service men and women, baking dog and cat treats for rescues at the Putnam Humane Society, toy drive for sick children at Blythedale Children's Hospital, Autism Awareness initiative to support Anderson Center for Autism and collecting change to partner with Heifer International to help end hunger and poverty in third world nations.

MULTIMEDIA CLUB - Mr. Putorti-

The purpose of this club is for students to have a space to engage in creative writing, working toward a final product called "The Quill". Students also have the opportunity to learn about digital platforms to engage in multimedia projects.

## *Henry H. Wells Middle School*

### CO-CURRICULAR ACTIVITIES cont'd

#### NATIONAL JUNIOR HONOR SOCIETY (8th Grade) – Mrs. Pryce

Eligibility is limited to those eighth grade students who maintain a 93% or better cumulative average for both sixth and seventh grades. These students are sent an application which must be completed and returned by the deadline stated. Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in and commitment to service, leadership, character, and citizenship. Applicants must also receive three teacher recommendations from current middle school teachers. A committee of teachers, known as the Faculty Council, will review each application separately based on a scoring rubric. A majority vote will allow a candidate to be accepted into this organization. The criteria for acceptance are based on scholarship, character, leadership, citizenship and service. Please see the NJHS website for more specifics.

#### *Scholarship:*

Students who have a cumulative grade point average of 93% or equivalent standard of excellence, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, character and citizenship.

#### *Service:*

This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

#### *Leadership:*

Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

#### *Character:*

The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

#### *Citizenship:*

The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Students who accept membership and are inducted into the chapter should be aware of the time and commitment involved with this honor. Members are required to participate in monthly chapter meetings and service projects to benefit the school and community.

## *Henry H. Wells Middle School*

### CO-CURRICULAR ACTIVITIES cont'd

#### STUDENT GOVERNMENT – Mrs. Grassia & Miss Olivier

Student Government is an active organization that seeks to promote a positive environment at the H. H. Wells Middle School. The official student organization is called the CUBS. The President and Vice President of the Student Government are elected in school-wide balloting. Each grade elects a Chairperson to sit on the Executive Committee of the Student Government and each grade elects a Representative and Alternate Representative to the Student Government. The Recording Secretary, Corresponding Secretary, and Treasurer are selected from among those nominated to run for the Student Government.

Monthly meetings include parliamentary procedure, discussion of upcoming events and effective leadership development. The Student Council is at the heart of all school activities, community service and fundraising. The major goal of the council is to involve the entire student body in the activities of the school life and promote leadership skills.

#### VOCAL ENSEMBLE - Mrs. Barrow (New Club)

If you love Chorus and you can't get enough, this club is for you. The purpose of this club is to have time and space to work on your vocal range and skills. All students are welcome to join. Mrs. Barrow will fill you in on the rest.

#### YEARBOOK CLUB – Mrs. Spreter

Do you like photography? Do you want to learn about design? The Yearbook Club is open to all grades for students who want to participate in the production of the yearbook. Students will take photographs, help design the yearbook, help promote the book, as well as make decisions about content. Meetings will occur once a week from October to April, depending on deadlines.