

# **BERNARDSVILLE MIDDLE SCHOOL**

## **PROGRAM OF STUDIES 2019 - 2020**



### *Somerset Hills School District Mission Statement*

The mission of The Somerset Hills School District is to...

provide an authentic and balanced learning experience for each student by harnessing the power of innovation and an engaged community to create thinking and impactful global citizens.

**SOMERSET HILLS SCHOOL DISTRICT**

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## **INTRODUCTION**

*This Program of Studies provides a brief descriptions for courses offered at BMS. While it may serve as a primary reference to students and parents, the guidance department is the best resource for questions regarding specific courses and/or placement decisions. Our ultimate goal is to ensure that each student's courses while at BMS support their interests, needs, and unique abilities.*

## **ACADEMIC LEVELS**

Bernardsville Middle School offers classroom instruction on various levels with different academic expectations. Students are grouped by level in English and Mathematics in grades six through eight, and in Science in grade eight only. Instructional levels are assigned on the basis of teacher input/recommendation, academic record, and student motivation. Students in Honors classes are expected to complete work on time, work independently, perform well overall, and self-advocate.

Student progress is monitored throughout the year so that adjustments in level placements may be made when academically appropriate and if space is available. If a level adjustment is made during the school year, grades and absences earned in the previous course level are carried over to the new level.

The academic level categories are as follows:

**Academic**: Courses with the core academic curriculum for all levels.

**Honors (H)**: Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

## **TRANSFER/NEW STUDENTS TO BMS**

Bernardsville Middle School reserves the right to administer exams to new students to assess prerequisite skills in order to inform placement.

**LITERACY**  
**Four-Year Course Sequences**

<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
Literacy 5	Literacy 6	Literacy 7	Literacy 8
	Literacy 6 (H)	Literacy 7 (H)	Literacy 8 (H)

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective. Students must qualify according to criteria established in the Literacy placement rubric; the Literacy Supervisor can provide details regarding placement criteria.

## Course Offerings in LITERACY

The Bernardsville Middle School Literacy program is based upon the New Jersey Student Learning Standards. BMS Literacy follows the researched-based resources of the Teachers College Reading and Writing Units of Study. This provides a seamless continuum of literacy from the elementary level through eighth grade. Students receive 90 minutes of literacy instruction each day within a balanced framework of reading, writing, speaking, listening, word study and conventions. Reading units immerse students in all subgenres of fiction, nonfiction and poetry. Writing units align with reading units, providing students ample opportunities to learn and apply strategies in writing narrative, nonfiction and argumentative pieces. The teaching of vocabulary, grammar and mechanics is integrated with the teaching of reading and writing. BMS strives to develop lifelong readers and writers. Inherent to the reading and writing workshop model is the expectation of rigor that allows students choice, expert and differentiated instruction, opportunities to set goals and time to engage in reading and writing each day.

### **Grade 5 Literacy**

Fifth grade reading workshop is a time for students to hone their intellectual independence. Students draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme. Readers also begin to investigate the ways nonfiction texts become more complex, and they learn strategies to tackle these new challenges. An emphasis is placed on refining and applying strong foundational skills, such as fluency, orientation to texts, and word solving, that are required to read complex nonfiction. Students read complex nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues. Finally, students work in book clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across novels, and consider the implications of conflicts, themes, and lessons learned.

In the writing workshop, students are guided in composing a variety of pieces for different purposes and audiences. Emphasis is placed on the process of writing, promoting fluency in oral and written expression and improving the student's ability to self-evaluate and edit written work. The sequence of fifth grade writing consists of how to write narratives that are reflective and theme-based, how to conduct research using primary sources, and how to write argument essays that convincingly balance evidence and analysis to persuade readers to action. Finally, students learn to take insights about their lives and craft memoirs making purposeful choices about technique, structure and language.

### **Grade 6 Literacy**

Sixth grade reading workshop begins with a deep study of character. Readers grow by learning to consider more complex character traits and to investigate how setting shapes characters. Students learn to take more responsibility for their reading lives, so that they read more, they annotate and jot in ways that deepen their thinking and they hold smart literary conversations with other readers. Sixth grade readers also tap into the power of nonfiction, recognizing that nonfiction reading skills are essential to achievement in almost every other discipline. Nonfiction readers immerse themselves in critical thinking as they read across a variety of sources on one topic. Later in the year, readers form book clubs, focusing on reading to identify and study the social issues that are woven into the fabric of middle grade and young adult fiction and to consider how power, perspective, and positioning help to shape narratives' themes.

Sixth grade writing workshop begins with a personal narrative unit where students write true stories. To this end, writers learn strategies from mentor texts to generate meaningful story ideas, manage pace, elaborate upon important moments and deepen insights. Students then progress to research-based information writing where they learn ways to write essays, books, websites or digital presentations to teach their audiences about a topic. Next, sixth grade writers craft literary essays that make arguments about characters and themes

while learning strategies that essayists use to gather, analyze and explain textual evidence to support their claims. Finally, students engage in building strong reading-writing connections by writing fantasy pieces while engaging in fantasy book clubs. This unit gives readers the chance to create their own worlds, and work with archetypes, quest structures and universal themes. Students rehearse the complex task of reading like writers.

### **Grade 7 Literacy**

As students transition to seventh grade, expectations for stamina and independence increase. Seventh grade readers begin the year in a narrative unit investigating how characters act as vehicles for themes in novels. Readers question the text more deeply, thinking about author's purpose and the craft moves authors choose to convey themes. Historical Fiction is read through book clubs and students have the opportunity to get lost in the world of stories where they walk in the shoes of characters, across the ages, facing similar struggles to the ones they face every day. In historical fiction, readers are asked to balance the personal needs of characters and the historical context of the time and place in which they live. Seventh grade readers research nonfiction texts with more independence, drawing upon all their previous learning. Students learn more about online research, discerning author's point of view and determining whether the content of a source is trustworthy. Poetry and Drama is explored with a focus on analyzing author's craft and structure. Finally, readers extend the work completed at the end of sixth grade by participating in Social Issue Book Clubs, reading across texts and genres to compare ideas and learn more about the real life implications of a social issue.

In the writing workshop, Seventh graders begin the year writing realistic fiction. They lift the sophistication of their writing through attention to individual scenes, symbols, and writing techniques they've discovered from close readings of powerful short stories. They continue to learn about and analyze craft and structure in argumentative writing. Students learn to write essays that build convincing arguments by balancing analysis and evidence to support their claims. Seventh graders also learn to write deeper and more nuanced analyses of their reading. They write innovative, reflective companion books that explain and extend ideas about the books they love.

### **Grade 8 Literacy**

The eighth grade reading units set students up to tackle the complex and critical thinking work expected of them in high school. Readers begin the first unit by reading analytically across genres to better understand figurative language, archetypes and allusions and how they affect the tone and theme of a piece. In doing this work at the beginning of the year, students learn the value of close reading and rereading for different purposes. The next reading unit on nonfiction research across text sets, parallels a writing unit on position papers. In tandem, these units immerse students in critical reading, the development of logic and argumentation skills. Readers learn that when researchers begin to research, they pay attention to their thinking, suspend judgement and remain open to different sides of an issue. Students then move to read dystopian literature in book clubs, with a new strand of focus on literary terms, analysis and critique. Finally, students end the year with an introduction to reading classics by engaging students with texts, or portions of text, that are valued as cultural literacy, while supporting interpretation and comprehension. Readers at this time learn that it will be up to them to use the comprehension strategies and reading habits they've developed, as well as their writing about reading skills, to do the high level of work expected in their futures.

Eighth grade writing workshop begins as students learn to use observations of life to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating upon multiple perspectives. They write to shine a light on issues in their community and to actively stir their readers to take action. Then students write position papers, learning to compose principled arguments by drawing on evidence, contextualizing their positions, and addressing multiple perspectives. Eighth graders return to literary essays, writing arguments and counterarguments about themes in texts, supporting their positions with details of plot, character, and author's craft. Writers end the year with a memoir, laying the groundwork for future high-stakes writing that students are asked to do as they apply for college, internships, or jobs. Students analyze their life experiences to determine what it is they want to convey about themselves and their lives and then work to apply all that they learned about narrative or argumentative structure to craft a piece with purpose and meaning.

## Four Year Course Sequences MATHEMATICS

Grade 5	Grade 6	Grade 7	Grade 8
Grade 5 Math	Grade 6 Math	Grade7 Math	Grade 8 Math
	Grade 6 Math Honors*	Grade7 Math Honors*	Grade 8 Math Honors Algebra 1*
	Grade7 Math Honors*	Grade 8 Math Honors Algebra 1*	Geometry *
		Statistics & Probability	

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

\* Admission Requirements for Math Honors Classes: In order to be identified for these courses, students must qualify according to various criteria established in the Math placement rubric; the Mathematics Supervisor can provide details regarding placement criteria.

## Course Offerings in MATHEMATICS

Mathematics is an essential part of daily life, rather than a discrete skill that exists in the world independently. Therefore, the middle school makes every effort to integrate mathematics with the other content areas and focus on developing students' critical thinking and problem solving skills. The ability to solve problems, seek multiple solution paths, and see math as a tool in dealing with everyday problems are the primary outcomes BMS seeks to promote in every student.

BMS firmly believes that all children can learn mathematics at a high level if they apply themselves and are properly challenged with a systematic, comprehensive and worthwhile curriculum; high expectations coupled with consistent effort and support will yield content mastery.

Our grouping practices are determined by matching each student's aptitude and past achievement history with the proper curriculum. Attention is given to the student's performance on marking period grades, benchmark score, and mid-year and end-of-year assessments. The teacher's observations of work habits and study skills are also taken into account.

Calculators are used, to varying degrees, at all levels so that students see these devices as tools for solving problems. Each student should have his/her own calculator. Parents, who wish to purchase a calculator, should first check with the classroom teacher as to which model is most suitable.

### **Grade 5 Math**

Students in Math 5 are exposed to an enriching curriculum which provides a fundamental understanding of place value, number operations, fractions, decimals, geometry, statistics, graphing, number theory, percent, exponents, probability, and elementary algebraic equations. An important part of 5th grade is mastery of multi-digit multiplication, and applying critical thinking skills through mathematical problem solving. The course utilizes manipulatives, calculators, performance assessments, and small group activities to help develop conceptual understanding of the mathematics.. Connections to other disciplines will be an ongoing objective of the course.

### **Grade 6 Math**

Students in Math 6 will be immersed into a problem-centered curriculum that promotes an inquiry-based teaching-learning classroom environment. The Connected Mathematics Program used in the course is focused on research, and the belief that students learn mathematics best when it has been taught through problem solving. Important mathematical ideas are identified and, the essential understanding of these ideas helps student grow in the ability to reason effectively with information represented in verbal, numeric, graphic and symbolic forms. Students will explore topics identified by the New Jersey Student Learning Standards which include: Factors & Multiples, Equivalent Numbers and Expressions, Fractions & Ratios, Numeric Estimation, Fraction Operations, Area and Perimeter, Volume and Surface Area, Decimal Operations and Percents, Variables and Patterns, Expression and Equations, Statistical Process, and Measures of Central Tendency and Variability.

### **Grade 6 Math Honors**

Students in Math 6 Honors will be immersed into a problem-centered curriculum that promotes an inquiry-based teaching-learning classroom environment. The Connected Mathematics Program used in the course is focused on research, and the belief that students learn mathematics best when it has been taught through problem solving. Students in Math 6 Honors will proceed through the curriculum more rapidly, with students moving towards the more complex conceptual understanding of the mathematics. Important mathematical ideas are identified and the essential understanding of these ideas helps student grow in the ability to reason effectively with information represented in verbal, numeric, graphic and symbolic forms. Students will explore the same topics as the Math 6 Course, however, Grade 7 topics will be included, and an increase emphasis will be placed on the 8 Standards of Mathematical Practices identified by the New Jersey Student Learning Standards. Math 6 Honors will set the stage for the student to take Math 7

Honors the following year.

### **Grade 7 Math**

Students in Math 7 will continue to be immersed into a problem-centered curriculum that promotes an inquiry-based teaching-learning classroom environment. The Connected Mathematics Program used in the course is focused on research, and the belief that students learn mathematics best when it has been taught through problem solving. Important mathematical ideas are identified and, the essential understanding of these ideas helps student grow in the ability to reason effectively with information represented in verbal, numeric, graphic and symbolic forms. Students will explore topics identified by the New Jersey Student Learning Standards which include: Properties of Polygons, Relationships Among Angles, Constructing Polygons, Understanding and Operations of Rational Numbers, Working with and Reasoning with Similar Figures, Ratios-Rates-and-Percents, Understanding and Reasoning with Proportionality, Linear Relationships, Reasoning with Probability, Surface Areas and Volumes of Three Dimensional Figures, and Statistical Investigations Involving Analysis of Samples and Designing Simulations.

### **Grade 7 Math Honors**

Students in Math 7 Honors will continued to be immersed into a problem-centered curriculum that promotes an inquiry-based teaching-learning classroom environment. The Connected Mathematics Program used in the course is focused on research, and the belief that students learn mathematics best when it has been taught through problem solving. Students in Math 7 Honors will proceed through the curriculum more rapidly, with students moving towards the more complex concepts in Algebra. Important mathematical ideas are identified and the essential understanding of these ideas helps student grow in the ability to reason effectively with information represented in verbal, numeric, graphic and symbolic forms. Students will explore the same topics as the Math 7 Course, however, Grade 8 topics will be included and an increase emphasis will be placed on the Eight Standards of Mathematical Practices identified by the New Jersey Student Learning Standards. Math 7 Honors will set the stage for the student to take Math 8 Honors (Algebra 1) the following year.

### **Statistics & Probability**

Students will continue their learning about statistical analysis from Grade 6 in this 7th grade cycle class. Students will pose questions, collect and analyze data, and interpret the data to respond to real world problems. Student-centered activities will help develop critical thinking skills. The course will also develop student's understanding of statistical sampling procedures and use statistics as tools for representing and analyzing data. This is a required semester cycle course for seventh grade students.

### **Grade 8 Math**

Students in Math 8 will continued to be immersed into a problem-centered curriculum that promotes an inquiry-based teaching-learning classroom environment. The Connected Mathematics Program used in the course is focused on research, and the belief that students learn mathematics best when it has been taught through problem solving. Important mathematical ideas are identified and, the essential understanding of these ideas helps student grow in the ability to reason effectively with information represented in verbal, numeric, graphic and symbolic forms. Students will explore topics identified by the New Jersey Student Learning Standards which include: Linear and Nonlinear Relationships, Data Analysis, The Pythagorean Theorem, Real Number System, Transformation of Geometric Figures, Congruence and Similarity, Equivalence of Expressions and Equations, Functions, Solving Linear Equations/Inequalities and Systems of Linear Equations, and Exponential Relationships.

### **Grade 8 Math Honors (Algebra 1)**

This course is equivalent to a first-year high school algebra course. The topics are derived from the New Jersey Student Learning Standards and include: The Real Number System, Algebraic Expressions, Equations and Inequalities, Linear Functions, Quadratic Functions, Polynomial Functions, Exponential Functions, Radical Functions, Systems of Equations and Inequalities, Probability and Statistics, Pythagorean Theorem, and Transformation of Geometric Figures.. Students will represent quantitative relationships in various ways, distinguish linear, quadratic, and exponential relations, and choose a model to best fit any given data among those relations. The approach to algebra in this course is characterized by engaging students in critical thinking and problem solving skills.

**Geometry**

This course is taught at Bernards High School and is open to identified and invited BMS students who have successfully completed Algebra 1.

## **Course Offerings in NONTRADITIONAL ACADEMIC PROGRAMS**

The non-traditional academic programs at Bernardsville Middle School are designed to extend the learning opportunities beyond the coursework offered in the standard curriculum.

### **Academic Support Intervention (ASI/Math Support)**

This course is designed to meet the needs of general education students requiring instruction and support with regard to mathematics. The course focuses on developing students' abilities to manipulate numbers fluidly and fluently; time may be spent addressing individual gaps in prior year content.

### **English as a Second Language (ESL)**

ESL is a full year course in which students who are not yet proficient in English focus on developing their proficiency with aural, speaking, reading and writing aspects of the English language.

### **Language Arts Support (LAS/Reading Support)**

This course is designed to meet the needs of general education students requiring instruction and support with regard to reading. The course focuses on supporting students' mastery of the skills and strategies required for on-grade-level reading. .

### **Multi-Sensory Instruction**

This course is designed to meet the needs of both general and special education students requiring instruction and support with regard to reading, writing, and/or spelling. The course focuses on employing multi-sensory techniques to support students with language processing challenges often associated with dyslexia.

### **Service Learning**

The Somerset Hills School District recognizes the need for students to develop a sense of social responsibility in addition to a commitment to their academic and co-curricular endeavors. By providing students with numerous opportunities for service to their community we believe that we will help students to achieve their full potential as active and productive members of their society. All students are expected to perform 5 hours of service learning per year.

### **Study Skills**

This course is designed to meet the needs of special education students requiring instruction and support with regard to general study skills. This course is intended to provide review and reinforcement in content area coursework, instruction in study methods and strategies, promotion of independent organizational and time management skills, and academic self-advocacy. A small group setting allows for individualized instruction in order to meet the individualized learning goals of the students.

## **Course Offerings in PHYSICAL EDUCATION & HEALTH**

The comprehensive health and physical education program at BMS encourages students to take responsibility for their own lives by acting conscientiously in the present and by establishing positive health practices that will support and enhance lifelong wellness. The goal of the BMS program is to develop citizens who are both health literate and physically educated.

### **Physical Education (PE)**

All students at BMS are enrolled in Physical Education every year. Together with Health, this course is designed to meet the N.J.S.A. 18A:35-7&8 requirement that students in grades 1-12 receive 150 minutes of health, safety, and physical education per week (prorated for school holidays).

### **Health**

Throughout the year students at every grade level rotate out of the gym during their PE period to receive health instruction in a classroom setting. The health curriculum of The Somerset Hills School District is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

## Course Offerings in RELATED ARTS

Grade 5	Grade 6	Grade 7	Grade 8
Art Band Chorus Orchestra Technology Tools for Wellness	Art Band Chorus Digital Citizenship Enrichment Orchestra Public Speaking Technology	Art Band Chorus Debate Digital Photography Orchestra Technology Wellness	Art Band Chorus Computer Coding Forensics Orchestra Technology

The Bernardsville Middle School Related Arts program is designed to provide students at all grade levels with practical knowledge, problem solving skills, and experiences to enhance their worlds. Creativity, imagination, and self-confidence are encouraged, promoted, and refined in every offering, as BMS recognizes that middle school youth benefit from a broad base of experiential learning.

### **Art**

Art 5, 6, 7, and 8 are each 45-day cycle courses. Art 5 projects in drawing, painting, and collage help students learn the visual language of line, shape, volume, color and feeling. Inspired by the work of surrealists, each student will tap into his or her visual memory, imagination, and intellect, and will experiment with the element of chance in the creation of art works. Art 6 further develops each student's technical ability in art. Emphasis on the variety of line qualities, on recreating the effect of light on an object, and the reproduction of the proper proportion of a model will help students to improve their ability to draw realistically. Art 7 is focused on how best to realistically depict reality, as previously learned artistic skills are challenged and extended. Students will also gain experience creating ceramic pieces by hand-building and wheel-throwing clay. Art 8 is conducted much like a college studio art class so that all students get a taste of being independent artists.

### **Band**

Band is a full-year course that offer students the opportunity to experience making music with a musical instrument. Attention is given to developing individual proficiency and expanding the student's repertoire of musical competence from beginning to advanced levels. More advanced reading of musical notation is taught along with higher technical skills and playing requirements. As with all musical programs, students are strongly encouraged to develop their personal skills and proficiencies through independent practice at home. Self-reliance and responsibility to the group are important outcomes of participation in the program.

### **Chorus**

Chorus is a full-year course open to any 5-8th grade student. Over a four-year period, students will learn to develop their singing voices, to appreciate music and to cope with their changing voices. Students will also develop an interest in a rich variety of music while developing self-confidence as a performer. In 6th-8th grade, students may audition for Select Chorus. In Select Chorus students learn to sing three and four part harmony, in preparation for a more intensive study of voice and choral literature at the High School.

**Computer Coding**

Computer Coding is a 45-day cycle course. Students will discover computer science skills by engaging in immersive project-based activities utilizing different programming applications. Rich learning opportunities will position students to explore the world of computer coding and its applications in today's society. This course gives students an introduction to what it means to be a computer science engineer and programmer.

**Debate**

Debate is a 45-day cycle course. Students analyze the means by which arguments are constructed. Students consider the ways by which views, culture, and history influence perspective in building speeches and debates. The ethical importance of honesty in citing sources properly is stressed.

**Digital Citizenship**

Digital Citizenship is a 45-day cycle course, focusing on responsible and safe technology use. Students will consider their digital footprint, exploring such topics as internet safety, privacy, cyberbullying, and self-image. Through discussion and real-world cases this class will help students make responsible and ethical decisions while recognizing the positive affordances of digital media.

**Digital Photography**

Digital Photography is a 45-day cycle course. Students begin their work in Digital Photography by exploring the history of photography as an art form. They will then consider the elements and principles of design while becoming familiar with the functions of the digital camera. Students will have numerous opportunities to practice taking pictures, and will learn to edit them.

**Enrichment - Independent Investigations**

Enrichment - Independent Investigations is a 45-day cycle course designed to help students become independent learners through research. By breaking the research process down with a clear focus on content, process, and product, students will have the opportunity to follow a research method, design a research project, and develop a product to present their findings.

**Forensics**

Forensics is a 45-day cycle course. Students hone their ability to speak publicly. Extemporaneous speaking, oratorical declamations, and oral interpretation of literature are practiced. Students are encouraged to integrate appropriate movement into their oral interpretations.

**Orchestra**

Orchestra is a full-year course that offers students the opportunity to experience making music with a musical instrument. Attention is given to developing individual proficiency and expanding the student's repertoire of musical competence from beginning to advanced levels. More advanced reading of musical notation is taught along with higher technical skills and playing requirements. As with all musical programs, students are strongly encouraged to develop their personal skills and proficiencies through independent practice at home.

**Public Speaking**

Public Speaking is a 45-day cycle course. This course helps students develop techniques to enhance ethos; ethos is based on audience perceptions speaker's competence, integrity likability and forcefulness (confidence/enthusiasm). Students practice speeches in a supportive classroom environment. This helps students learn more about one another while providing opportunities to establish their credibility as knowledgeable speakers.

**Technology**

Technology courses are 45-day cycle courses. Technology plays an integral role in our everyday lives - a role that has grown in importance throughout the last decade. Technology courses provide an opportunity for students to explore the engineering design thinking process and participate in design challenges which promote problem solving. Hands-on activities focus on key concepts about engineering, design, invention, innovation and the roles they play in creating technological systems. Furthermore, students will apply science, technology, engineering, and mathematical concepts to common everyday problems.

**Tools for Wellness**

Tools for Wellness is a yearlong course designed to support incoming 5th graders. The first quarter focuses on acclimating students to the building, the staff, their schedule, student handbook expectations, and developing organizational skills for lockers and binders. Additional curriculum incorporates elements from packages approved by Rutgers' Collaborative for Social and Emotional Learning that focus on helping students resolve conflicts peacefully, problem solve, manage emotions positively, empathize, and make responsible choices. There is also a bullying prevention unit.

**Wellness**

Wellness is a 45-day cycle course in which students explore developmentally appropriate, brain-focused lessons designed to focus their attention, improve self-regulation skills, build resilience to stress, and develop a positive mind-set.

## Four Year Course Sequences SCIENCE

Grade 5	Grade 6	Grade 7	Grade 8
Grade 5 Science	Grade 6 Science	Grade 7 Science	Grade 8 Science
			Grade 8 Science Honors

**The academic level categories are as follows:**

Academic: Courses with the core academic curriculum for all levels.

Honors (H): Honors courses require a high level of academic maturity, interest, ability, intellectual curiosity, and the ability to study and work independently. The pace is rigorous and enrollment is selective.

\* Admission Requirements for Science Honors Classes: In order to be identified for this course, students must qualify according to various criteria established in the Science placement rubric; the Science Supervisor can provide details regarding placement criteria.

The middle school curriculum uses a unified course of study with a hands-on developmental approach to teaching scientific literacy. Students are exposed to a variety of discipline areas such as environmental, life, earth and physical sciences. Emphasis is given to the use of the scientific method and research principles, so that students see science as a way to study and solve problems. Connections are consistently drawn to the everyday applications of science and the other discipline areas. Through this curriculum, children are taught essential knowledge and process skills to assist them in analyzing and dealing with the world around them.

### Grade 5 Science

The science program in grade 5 provides an integrated study of life, earth, physical, and environmental science through the investigation of the following units of study: Mixtures and Solutions, Earth and Sun, and Living Systems. Interdisciplinary units of study are based upon a constructivist approach that encourages each individual to build his or her own understanding of scientific phenomena. Students will use several nationally acclaimed programs including: FOSS: Full Option Science System, and Delta Science Modules.

### Grade 6 Science

Life Science is the curriculum for grade 6. Units of study include: The Diversity of Life, Populations and Ecosystems, Hereditary and Adaptations, Human Systems and Interactions. Interdisciplinary units of study are based upon a constructivist approach that encourages each individual to construct his or her own understanding of scientific phenomena. Students will use several nationally acclaimed programs including Full Option Science System(FOSS) and Delta Science Modules. A fundamental part of Grade 6 study is the further development of the Scientific Method of Problem Solving. Use of laboratory experiences helps students refine their skills in observing, identifying, measuring, inferring, hypothesizing, interpreting predicting, and drawing conclusions.

### Grade 7 Science

The Science program in Grade 7 covers a wide range of topics from Physical Science phenomena. The units of study include: Chemical Interactions, Structures and Property of Matter, Forces and Motion, Waves and Electromagnetic Radiation, and Energy. The course is aligned with the Next Generation Science Standards and uses an investigatory approach. Students will gain insight into the various components of Physical Science, using several nationally acclaimed programs including Full Option Science System (FOSS) and Delta Science Modules. The goal of the course is that all students experience success in reaching challenging but achievable goals through

their knowledge and use of scientific principles. Science 7 seeks to provide students with a basic knowledge of Physical Science and offer insight into the means by which scientific information is acquired.

### **Grade 8 Science**

In Science 8 students are exposed to an enriching curriculum designed as an introduction to Earth Science. The curriculum is presented with an interdisciplinary approach that focuses on the physical, chemical, and biological processes occurring on Earth and the interactions among the planet's four principle systems: atmosphere, hydrosphere, biosphere and geosphere. Students will gain insight into the various characteristics that make Earth unique in the known universe, the processes that have continually shaped the planet since its formation, and how human interaction with the Earth affects our existence on the "blue planet".

This content, and activity-driven curriculum, applies and builds on principles of mathematics, life science, and physical science presented in the previous grades and is correlated to both middle school and high school Next Generation Science Standards. Intended topics for study are selected from the major Earth Science disciplines (Geology, Oceanography, Meteorology, and Astronomy). Students are required to keep an organized notebook/portfolio of all course materials, provide written reports on laboratory experiments, participate in research projects and activities, and demonstrate a working knowledge of current events in the Earth Sciences.

### **Grade 8 Science Honors**

In Science 8 Honors students are exposed to an enriching curriculum designed as an introduction to Earth Science. The curriculum is presented with an interdisciplinary approach that focuses on the physical, chemical, and biological processes occurring on Earth and the interactions among the planet's four principle systems: atmosphere, hydrosphere, biosphere and geosphere. Students will gain insight into the various characteristics that make Earth unique in the known universe, the processes that have continually shaped the planet since its formation, and how human interaction with the Earth affects our existence on the "blue planet".

This content, and activity-driven curriculum, applies and builds on principles of mathematics, life science, and physical science presented in the previous grades and is correlated to both middle school and high school Next Generation Science Standards. Intended topics for study are the same as those in Science 8, however, more emphasis will be placed on the Eight Science and Engineering Practice Standards. Students are required to keep an organized notebook/portfolio of all course materials, provide written reports on laboratory experiments, participate in research projects and activities, and demonstrate a working knowledge of current events in the Earth Sciences.

## Four Year Course Sequence SOCIAL STUDIES

Grade 5	Grade 6	Grade 7	Grade 8
Grade 5 Social Studies	Grade 6 Social Studies	Grade7 Social Studies	Grade 8 Social Studies

BMS' social studies programs prepare students to be involved in a diverse and rapidly changing world. Students will develop essential skill for critical thinking using the skills of the social studies. The program includes four full years of social studies instruction which covers history, geography, civics, and economics, in addition to a development of historical skills. Through studying these topics, students learn to be active and involved citizens.

### **Social Studies 5**

This course introduces students to early American History. The class starts with an examination of Native Americans and then moves through European contact up to the American Civil War. The rights and responsibilities of citizens is a common theme through the course, so that students develop a wider appreciation for the concept of government. Students grow the historical skills developed in elementary school as they continue to examine historical documents and create historical narratives.

### **Social Studies 6**

This course introduces students to early World History. The class starts with an examination of world geography and then moves through the beginnings of human society. The class examines several ancient civilizations such as the Fertile Crescent, Ancient Egypt, Ancient Greece, Ancient Rome, Ancient India, and Ancient China. Students continue to develop an understanding of how history relates to the present day. Using historical documents, students work on the skills of making an argument with the tools of history.

### **Social Studies 7**

This course is a continuation of the sixth grade curriculum of World History. The class examines the time period of 500 AB - 1700 AD around the world. Throughout each unit students will study the history of the time period, considering the geography and cultural aspects that define different civilizations. The students will continue developing their ability to examine historical sources and make arguments.

### **Social Studies 8**

This course is an examination of American government and economics. Students examine the political heritage of the United States by exploring topics such as the three branches of government, functions of government, elections, and the rights and responsibilities of American citizens. The class will examine several political current events through the scope of the both modern world and a historical lenses.

## Four Year Course Sequence

## WORLD LANGUAGES

Grade 5	Grade 6	Grade 7	Grade 8
Spanish 5	French 6	French 7	French 8
	Latin 6	Latin 7	Latin 8
	Spanish 6	Spanish 7	Spanish 8
	Spanish Language & Culture	Spanish Language & Culture	Spanish Language & Culture

### Course Offerings in WORLD LANGUAGES

In today’s global society and shrinking world, it is essential for students to develop a familiarity with languages and cultures beyond their native country. Not only does this knowledge allows students to better communicate, but also enhances their appreciation for the diversity and cultural differences that exist in communities and society. All students take a semester of Spanish in 5th grade. Beginning with the sixth grade students elect one of three language offerings to pursue in greater depth through eighth grade. Once the language selection is made, students are required to remain in the selected language from sixth through eighth grade. Completion of this course of study cover the equivalent of level one at the high school. Successful completion will give the student advanced standing and allow him/her to begin high school in year two of the studied language.

#### Spanish 5

This course continues the introduction to Spanish from Bedwell Elementary School. Students will practice commonly used phrases to help them see conversational use of the language as they study the language. The basics of Spanish the students will be introduced to will provide fundamentals for all languages and help students succeed no matter which language they choose in 6th grade.

#### French 6

This course is an introduction to the French language and culture. Students are taught about French life and the language through readings, discussions, and other presentations. Common words, phrases, and expressions are introduced to provide the student a fundamental knowledge of vocabulary and elementary grammar. This course is designed to make students beginner speakers, and focuses on developing an appreciation for the people, their language, and the culture.

#### Latin 6

The primary goal of this course is to give the students an introduction to the basics of the Latin language and Roman and Greek culture. Pronunciation and vocabulary will be stressed in the linguistic aspect, and daily life, mythology, and history will be examined in the

cultural aspect of the course. Through translations about Roman and Greek mythology and about a typical Roman family in the first century CE the students will gain a basic working knowledge of the language. The vocabulary studied will be such that etymology and derivation of English words, prefixes, and suffixes will be made obvious. Latin provides students with an appreciation for ancient societies and shows how they correlate to modern societies.

### **Spanish 6**

This course begins the Spanish language and culture studies. It sets the foundation, which will encompass grammar, sentence structure, culture, oral communication and writing in the target language at a comfortable pace for this age group.

### **French 7**

French 7 introduces the student to basic grammar, vocabulary, and expressions. Primary outcomes for this grade include basic proficiency in oral and written communication. Students are also introduced to the culture of the French-speaking world. Opportunities are provided for each child to demonstrate his or her knowledge by preparing individual and group projects.

### **Latin 7**

The 7th grade Latin curriculum introduces students to the study of the Roman Empire, specifically the city of Pompeii, and Latin as an ancient but influential language. Students will again be reading stories based on the daily life of a family, this time living in the city of Pompeii before the eruption of Mt. Vesuvius in 79 CE. This year vocabulary and pronunciation will be stressed, along with specific aspects of grammar and syntax that are vitally important to successful translations. Mythology is discussed far less this year and attention is diverted to government and entertainment/leisure. Because of the influence of Latin in English, parallels to the language will again be stressed. The course uses multiple forms of media through which a hands-on approach to learning is offered.

### **Spanish 7**

In this course, students continue to study fundamental grammar concepts and vocabulary, began in grade 6, in order to carry on achieve a basic level of oral and written communication in the Spanish language. Students are also expanding on the culture of the Spanish-speaking world. In addition, students are given the opportunity to demonstrate their knowledge by preparing individual and group projects.

### **French 8**

French 8 is a continuation of French 7. The course has a thorough review of pertinent cultural aspects of French life, vocabulary, and grammar from the first year and then moves on to study new vocabulary and more advanced grammar. During the eighth grade year, greater emphasis is placed upon written and oral communication in the target language. Classes are taught primarily in the foreign language and students are expected to develop greater proficiency and fluency. As in French 7, individual and group projects are a regular part of the course.

### **Latin 8**

This course is a continuation of Latin 7, therefore successful completion of the 7th grade program is a requirement prior to enrolling in this course. In Latin 8, students will learn about vocabulary and syntax in the Latin language, and culturally will expand their knowledge about the provinces of Rome and their importance to the Empire. Specific focus will be placed on Britannia and Alexandria, as they are topics in the text of the translations. The similarities and differences of life in the Italian peninsula during Roman times and life in the provinces are examined, and the expanses of the Empire are entirely revealed. Added attention is given to derivation and etymology.

Desired outcomes for this course are the same as what is expected in the first year at the High School, including: the ability to fluently produce translations and summaries of Latin text, understanding the roots of Latin in the Romance language family, and a development of the understanding of ancient cultures and their influence.

### **Spanish 8**

Spanish 8 is a continuation of Spanish 6 and 7. The course will briefly review pertinent cultural aspects of life in the Spanish-speaking world, vocabulary, and grammar from the first two years and culminates with the study of new vocabulary and more advanced grammar culture. During the eighth grade year, greater emphasis is placed upon written and oral communication in the target language. Classes are taught primarily in the foreign language, and students are expected to develop greater proficiency and fluency. As in Spanish 6 and 7, individual and group projects are a regular part of the course.

### **Spanish Language & Culture**

This thematic course offers invited students the opportunity to acquire Spanish language skills through flexible, project-based learning experiences.