

**WELCOME TO**



**North Salem Middle School**

# **Preparing for 6th Grade**

**Class of 2016**

**May 12, 2009**

**7:30 p.m.**

## **NORTH SALEM CSD VISION**

The North Salem Central School District will be a model public school district, identified by its focus on the development of students of all abilities. Most of all, it will produce motivated and competent learners, capable of solving the intellectual, emotional, and ethical problems they encounter, and of reaching their personal goals: All stakeholders—students, parents, faculty, staff, administration, Board of Education, community—will share responsibility for student development. In their respective roles, they will exceed expectations through a process of continually: setting challenging goals and plans, executing them with promptness and innovation, measuring and evaluating the results, recognizing performance, and improving.

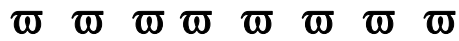
### **Supporting Principles:**

- Stakeholders will strive to ensure a safe environment.
- Stakeholders will promote the physical and mental health of students.
- Students at all levels will play an influential role in the development of their school environment, and take responsibility for their actions.
- Students, with faculty guidance, will establish personal goals and plans, based on knowledge of their own strengths and weaknesses, needs, and desires.
- Faculty will model goal setting, planning, and continuous learning.
- Parents will stay informed of their children's goals, plans and progress, and participate in school-related activities as needed and requested by other stakeholders.
- Administration will keep the district on track towards its vision and continually challenge the current state of affairs.
- Board of Education will define the overall district goals and necessary policies for reaching the vision.
- Community members will apply their time and expertise, and provide the necessary resources, to reach the vision.
- Stakeholders will determine the district's progress towards its vision using measurements, which include: standard New York State measures, degree of goal achievement, effectiveness of all forms of student communication, and level of physical and mental health.
- Stakeholders, together, will continually review where the district stands and adjust their goals and plans accordingly.

# NORTH SALEM MIDDLE SCHOOL

## PHILOSOPHY

*North Salem Middle School is committed to providing a high performing, standards-focused middle level program that successfully balances the intellectual development and academic achievement of all students and the personal and social development of each student.*



## **CURRICULUM REQUIREMENTS**

### **A. Social Studies**

#### **Grade 6**

- **Examination of the people, cultures, geography, and a history of the Eastern Hemisphere (Europe, Asia, Africa, Australia)**
- **Continued emphasis on skill development including note taking, critical reading and thinking, reading comprehension, map reading, creative writing, research techniques, and document-based questions**
- **Interdisciplinary (English/Social Studies) lessons and units including the Medieval Period and involving the reading of the novel, *Crispin***
- **Research projects emphasizing a multi-disciplinary approach and presentations culminating in live learning events. Previous examples have included the Halloween Historical Contest, the Disabilities Workshop, and the Medieval Exhibition.**

#### **Grade 7**

- Units of study include Colonial Era through the Civil War Era. The history of New York State will be discussed when appropriate
- Emphasis on a multi-disciplinary approach to American History to promote an ability to interpret and analyze data in various formats and to separate fact from opinion and propaganda
- Develop an understanding of American democracy in a chronological approach. Areas of focus include geography, history, politics, social problems and economics
- Value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality
- Participate as informed citizens in the political and economic systems of the United States
- Celebrate our American heritage through interdisciplinary activities correlating to visits to Plymouth and Boston, Massachusetts.

## Grade 8

- Continued chronological study of American and New York State history started in grade 7. The history of Canada and Mexico will be discussed when appropriate in order to provide students a model for the global studies they will have in grades 9 and 10.
- Units of study to emphasize history, geography, politics, social problems and economics.
- Current events to interpret the foundations of our government and continue the development of an understanding and appreciation of American democracy.
- Continued development of social studies skills using factual information to think critically, make inferences, draw conclusions and make value judgments.
- Interdisciplinary (English/Social Studies) literature correlating to eras of history studied, e.g., Pre-Civil War: *The Adventures of Tom Sawyer*; The Great Depression: *No Promises in the Wind*; World War II: *The Diary of Anne Frank*, *The Secret Life of Bees* (civil rights).
- Celebrate our American heritage through interdisciplinary activities including the spring trip to Washington, D. C.

Assessment - New York State 8th Grade Social Studies Test

## **B. English**

### Grade 6

- **An integrated language arts program utilizing a variety of literature to develop an understanding of plot, setting, conflict, characters, theme and meanings beyond the literal level**
- **Emphasis on the steps of the writing process (pre-writing, drafting, revising, proofreading and publishing)**
- **Application of different strategies (brainstorming, free writing and Semantic Mapping) in developing organization in writing stories, paragraphs, book reviews and essays**
- **Opportunities for a variety of writing activities including responses to literature, journal entries of personal reactions to an experience or event, in-class "writing to a prompt," persuasive and descriptive paragraphs, summaries and reports**
- **Interdisciplinary units in both the language arts and social studies curriculum including literature, oral reports, and written assignments in which students share their writing in group**

**discussions, working both with partners and in small cooperative groups**

**Assessment: Grade 6 New York State Assessment.**

### Grade 7

- Emphasis on a multi-disciplinary approach to literature to promote literary response and expression
- Continued development of written language skills with guided practice in process writing, "writing to a prompt," and writing to persuade, entertain, or inform
- Development of reading and critical thinking skills through nonfiction and on-line research -- reading to acquire, analyze, evaluate, and interpret information for clear communication
- Focus on oral language skills through informal presentations, in-class response and discussion, improvisation, and formal speeches.

**Assessment: Grade 7 New York State Assessment.**

### Grade 8

- Promote literary appreciation and understanding of various genres such as short stories, novels, essays, poetry, and drama.
- Emphasize interdisciplinary reading, especially historical fiction and non-fiction to promote literary response and expression.
- Continue development of written language skills with guided practice in writing to a prompt, comparing paired readings and listening passages, and writing to persuade, entertain, or inform.
- Master research skills including note taking, outlining, using quotations, citing sources and a bibliography as elements of a research-based project.
- Focus on oral language skills through in-class response and discussion and formal poetry readings, and class presentations.

**Assessment: Grade 8 English Language Arts New York State Assessment**

## **C. Mathematics**

### **Grade 6, 7**

#### **Problem Solving Strand**

- **Students will build mathematical knowledge through problem solving**
- **Students will solve problems in mathematics and in other contexts**
- **Students will apply appropriate strategies to solve problems**
- **Students will monitor and reflect on the process of mathematical problem solving**

#### **Reasoning Strand**

- **Students will investigate and make mathematical conjectures**

#### **Communication Strand**

- **Students will communicate their mathematical thinking coherently and clearly to teachers, peers, and others**
- **Students will analyze and evaluate the thinking and strategies of others**
- **Students will use the language of mathematics to express their ideas precisely**

#### **Content Strand**

- **Numbers and operations**
- **Algebra**
- **Geometry**
- **Measurement**
- **Probability and Statistics**

## **Grade 6**

**Assessment: March, New York State 6<sup>th</sup> Grade Assessment**

## **Grade 7**

**Assessment: March, New York State Math 7 Assessment**

## **Grade 8**

Students must pass the Integrated Algebra exam in order to receive a high school diploma. Students in North Salem will study the key ideas for Algebra over a variety of time frames.

### **Math 8 Accelerated (Integrated Algebra)**

Students enrolled in accelerated math will complete the course work and take the Integrated Algebra examination at the end of eighth grade.

### **Math 8**

Regularly paced eighth graders will complete the course work and take the math exam in June of their ninth-grade year. Students who need more time to complete the course work will be accommodated. The key ideas are as follows:

- *Mathematical Reasoning*—Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.
- *Number and Numeration*—Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.
- *Operations*—Students use mathematical operations and relationships among them to understand mathematics.

Problem Solving Strand

- Problem solving incorporated into all content strands

Assessment: Students will take the New York State Eighth Grade Mathematics Assessment in March of their eighth grade year.

Accelerated Math 8H students will take the Integrated Algebra Regents exam and the NYS Eighth Grade Assessment at the end of grade 8.

**CRITERIA FOR ADMISSION TO ACCELERATED COURSES**

To enroll in Accelerated Middle School courses, students must qualify by earning a total of 2 points according to the rubric outlined below:

- A. Earn a score of 4 on the New York State Assessment (if applicable)  
1 point
- B. Earn minimum of 90% in the previous course  
1 point
- C. Earn the recommendation of the teacher based on teacher developed criteria  
1 point
- D. Demonstrate mastery on a placement test developed by the department  
1 point

Total points required to enroll = 2 points

Total points earned = \_\_\_\_\_

Student placement in Accelerated courses will be reviewed at the end of the marking period. Students must maintain a minimum average of 80% to remain in the Accelerated course. Students failing to maintain this minimum average will be rescheduled for a non-accelerated course.

## **D. Science**

### **INTERMEDIATE LEVEL SCIENCE STANDARDS**

#### **1. Analysis, Inquiry, and Design**

**Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.**

#### **2. Information Systems**

**Students will access, generate, process, and transfer information, using appropriate technologies.**

#### **4. Science Content**

**Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.**

#### **6. Interconnectedness: Common Themes**

**Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes and other areas of learning.**

#### **7. Interdisciplinary Problem Solving**

**Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.**

***\*Standards 3 and 5 refer to Math and Technology content.***

### **Grade 6**

- **Students in this program are expected to take an active role in their science education through the formation of questions and observations. The students will be given the tools needed to form and to answer their questions successfully through laboratory experiments, along with exploration of literature and electronic media, including the Internet.**
- **The Core Content of sixth grade science includes the study of introductory physics and chemistry with the common theme of energy. Problem-solving skills are developed as students investigate information and concepts, solve simple equations, and use ratio and proportion techniques. Each topic of study is reinforced with a variety of hands-on activities and class projects. Students will often design and conduct their own experiments and evaluate their work to redesign, retest, and re-evaluate their product and conclusions. Communication of results and ideas to others through lab**

**reports, or class discussions and public presentations helps create individuals who are more scientifically literate.**

- **Whether the activities are student-designed or teacher-designed, students will apply and develop their science knowledge and skills as they learn science by doing science.**

### Grade 7

- Science 7 is an introduction to the living environment. Topics include cell theory, scientific method, ecology, evolution, genetics, classification of life, human organ systems, nutrition, and biological survival.
- The course involves many opportunities for active learning including demonstration and hands-on lab authentic experiences. Student assessments include graded homework checks, quizzes, labs, projects and exams.
- Some lab experiences are ecological explorations, bacteria study, gathering and analyzing data in many biological areas. Some projects are interdisciplinary with math, English, social studies, and foreign language. Students learn to objectively observe and analyze the living environment.

### Grade 8

- Science 8 is an activity-based program leading to preparation for the new NYS Intermediate Level Science Assessment.
- The Core Content opens with a brief review and expansion of the principles of physics, chemistry, and energy studied in Science 6, along with a sharpening of essential problem-solving skills. The focus then turns to applying these principles in the study of Earth and celestial phenomena including daily, monthly, and seasonal changes. An in-depth study of activities within and between the lithosphere, hydrosphere, and atmosphere is followed by preparation for the Intermediate-Level Science Assessment. Science 8 also prepares students for success in Regents Earth Science in ninth grade.
- Educational activities are student-designed, teacher-designed, and include long-term and short-term projects. They involve independent research, group projects, written lab reports and public presentations.

Assessment: New York State Intermediate Level Science Assessment

Grade 8 Acceleration: Regents Physical Setting / Earth Science

- This course is appropriate for self-motivated students who consistently perform in science among the top of their peers. Assessment and selection is made by the seventh-grade science teachers.
- Beginning the high school science sequence in eighth grade leads to opportunities to expand into our Advance Placement courses and/or our three-year Scientific Research Program. Non-accelerated students may take these courses also in high school.
- Regents Earth Science is an activity-based program that follows the new Core Content for Physical Setting: Earth Science in the study of the Earth's dimensions, geology, plate tectonics, landscape development, geologic history, meteorology, water cycles and climate, the Earth in space, and environmental awareness.

Assessment: Regents Earth Science Exam

**CRITERIA FOR ADMISSION TO ACCELERATED COURSES**

**To enroll in Accelerated Middle School courses, students must qualify by earning a total of 2 points according to the rubric outlined below:**

- A. Earn a score of 4 on the New York State Assessment (if applicable)  
1 point**
- B. Earn minimum of 90% in the previous course  
1 point**
- C. Earn the recommendation of the teacher based on teacher developed criteria  
1 point**
- D. Demonstrate mastery on a placement test developed by the department  
1 point**

**Total points required to enroll = 2 points**

**Total points earned = \_\_\_\_\_**

**Student placement in Accelerated courses will be reviewed at the end of the marking period. Students must maintain a minimum average of 80% to remain in the Accelerated course. Students failing to maintain this minimum average will be rescheduled for a non-accelerated course.**

## **E. World Language**

### **Grades 6, 7 and 8**

**The study of French or Spanish begins in grade 6. The age-appropriate instruction is based on both the National and NYS Standards for Foreign Language Learning and the National Performance K – 12 and is conducted in varying amounts in the target language from the outset.**

#### **Grade 6 Spanish and French**

**The grade 6 curriculum engages students in a virtual travel experience. Students learn vocabulary pertaining to trip preparations and acquire those skills necessary to talk about themselves, their family, their school, town and home. While the focus at this time is use of the present tense, throughout their “voyage” they will encounter other tenses in conversational patterns.**

**Materials include a text, DVS’s CD’s, nursery rhymes, and the internet.**

#### **Grade 7 Spanish and French**

In 7<sup>th</sup> grade, students have the opportunity to strengthen their basic skills through both written and communicative activities. Essential basic verbs will be mastered, and the past and future tenses are introduced. Students will expand on their conversations/repertoire by engaging in simulations of adventures they may have during a trip. They will learn a wide variety of ways to express opinions, preferences, and needs. They will demonstrate an increased ability to initiate and sustain dialog.

#### **Grade 8 Spanish and French**

The 8<sup>th</sup> grade is a critical year during which students, with the help of their teacher, can pinpoint weakness in basic skills. During this year, a number of irregular verbs, as well as reflexive verbs and two additional tenses will be introduced. These tenses will be familiar by sight and sound, but students will now be called upon to apply them to a variety of situations. In addition to building on to earlier conversational topics, students will learn to tell stories, and perform in conversations pertaining to a more quotidian life in a foreign country, such as grocery shopping, cooking, participating in school activities, visiting a doctor, and reporting on an accident or crime. During this year, details of the written language will be emphasized and vocabulary will be enriched.

Assessment: 8th Grade - NYS Proficiency Examination Checkpoint A requirements must be successfully met in order to receive a N.Y.S. High School Regents diploma. It has four purposes - socializing, providing and obtaining information; expressing personal feelings, and getting others to adopt a course of action. There are four contextual situations in which language communication takes place: Listening, Listening/Speaking, Reading, and Writing. There are approximately 20 topics that follow directly from the NYS syllabus, which students will discuss in the World Language classroom, ranging from personal identification, meal taking/food/drink, education and school life, physical environment, leisure-time activities, communities and neighborhoods, shopping, current events, and health and welfare.

### **Modes of Communication in World Language:**

- **Interpersonal Mode:** will be characterized by active negotiation of meaning among individuals - primarily in active conversation in the foreign language.
- **Interpretive Mode:** will focus on the appropriate cultural interpretation of meanings that occur in written and spoken form where there is no recourse to the active negotiation of meaning with the writer or speaker. Examples include: age-appropriate games, songs, plays to perform, children's computer programs, research projects, Document Based Questions (DBQ), children's taped shows, world language pen pals.
- **Presentational Mode:** will be characterized by beginning the preparation of our students to acquire substantial knowledge of language and culture, ensuring our youngsters that members of the other culture will understand them in a linguistic and cultural environment.
- **We will strive to begin the 6 - 12 continuum by responding to the following foreign language performance descriptors:**
  - ♦ **Comprehensibility** (How well is the student understood?)
  - ♦ **Comprehension** (How well does the student understand?)
  - ♦ **Language Control** (How accurate is the student's language?)
  - ♦ **Vocabulary Use** (How extensive and applicable is the student's vocabulary?)
  - ♦ **Communication Strategies** (How does the student maintain communication?)
  - ♦ **Cultural Awareness** (How is the student's cultural knowledge reflected in language use?)
- ❖ **We will be using world language children's shows, pantomimes, props, culturally relevant visuals, gestures, facial expressions,**

holiday celebrations, poems, arts and crafts, possible trip to a museum and/or restaurant, guests—all with the goal of using the new language to reflect authentic cultural practices and perspectives.

**F. Fine and Practical Arts**

**We believe every student can learn. The Fine and Practical Arts faculty strive to create an environment in our classes where all students feel welcomed, challenged, and successful.**

**Students are given the opportunity to become independent and creative thinkers through a process of self-discovery. These newly acquired skills have the potential for cultivating life-long passions.**

**Art**

**Art in the middle school is a process-based program that fulfills the NYS Standards in the Arts. Students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade are scheduled to be in art for one quarter (10 weeks) per academic year. Projects are designed to build skills and will become more challenging in response to students' developmental needs from one grade to the next.**

**Students in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades will:**

- **explore a range of media and subject matter**
- **create interdisciplinary projects, individual projects, group projects, and works for exhibition**
- **develop an art vocabulary**
- **learn and apply the principles and elements of art**
- **have opportunities to respond to and analyze works of art**

**Assessment: Projects, self-evaluation and peer evaluation through oral critiques. Self-evaluation and teacher evaluation using rubrics.**

## **Music**

- **Students work on musical activities as musicians, composing, performing, arranging, analyzing, evaluating, and listening to music.**
- **Music 6, 7, and 8 are designed to meet the New York State Standards by engaging students in musical experiences in a music lab setting**

**Assessment: Projects, self-evaluation, peer-evaluation, class discussion, visual observation, written responses.**

## **Instrumental Music**

- **Students develop individual and ensemble performance skills necessary to interact in a band setting.**
- **Students meet the New York State Standards for music through performing, analyzing, evaluating, listening, composing, and improvising music.**

**Assessment: Individual and group performances, self-evaluation, peer evaluation, class discussion, written responses, musical composition and improvisation.**

## **Vocal Music**

- **Students develop both individual and ensemble skills to effectively perform 2- to 4-part choral music.**
- **Students meet the New York State Standards for music using the following means: sight reading, writing musical notation, composing, rhythmic exercises, and listening.**

**Assessment: Solo and ensemble performances, written evaluations, and class discussions.**

## **Technology**

### **Grades 6, 7, and 8**

- Introduce and explore many of the facets of technology
- Become aware of the history and evolution of technology
- Master the application of safety
- Process various types of materials
- Manage resources
- Recognize and predict positive and negative as well as expected and unexpected impacts of technology
- Utilize technology to solve problems
- Apply technology, math and science concepts to engineer solutions to technological issues
- Focus on understanding and controlling technology through knowledge of tools, materials, resources and systems of technology

**Assessment: Safety tests, practices and inspections, project activities, participation, tests and quizzes.**

**New York State Program Assessment**

## **Family and Consumer Science (Home and Career Skills)**

Home and Career Skills is a required program of study for all New York students in grades six through eight. It supports the educational needs of students who, in the future, will be required to successfully balance the responsibilities of home, family, and career by using content and process skills for practical problem solving.

### **Grade 6 Curriculum Modules (ten week course)**

- Interpersonal Relationships
- Kitchen Safety and Sanitation
- Basic Food Preparation
- Basic Clothing Construction

### **Grade 7 Curriculum Modules (ten week course)**

- Process Skills – Decision Making, Problem Solving, Management
- Personal Environment Management
- Nutrition and Wellness

Grade 8 Curriculum Modules (2 ten week courses)

- Family Dynamics
- Child Development
- Communication Skills and Conflict Management
- Consumerism
- Introduction To Work
- Job Acquisition Skills
- Career Planning

Assessment: Written and laboratory performance tests and projects.

**G. Physical Education and Health**

**Grades 6, 7 and 8**

▪ **Physical Education**

**General Goals:**

**Students Will:**

- **Demonstrate competency in many movement forms and proficiency in a few movement forms.**
- **Apply movement concepts and principals to the learning and development of motor skills.**
- **Exhibit a physically active lifestyle.**
- **Achieve and maintain a health-enhancing level of physical fitness.**
- **Demonstrate responsible personal and social behavior in physical activity settings.**
- **Demonstrate understanding and respect for differences among people in physical activity settings.**
- **Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.**

Grade 7

- Health – Health education means instruction in understandings, attitudes, and behavior in regard to the several dimensions of health. This instruction relates to alcohol, tobacco, and other drugs; safety, mental health, fitness, family and friends, and other health-related areas. The

course is designed to encourage an exchange of ideas and an exploration of ways to develop healthy lifestyles.

## **H. Library Media**

### **Grades 6, 7 and 8**

- **Library orientation is provided to each sixth grade class in September.**
- **The requirement for library information skills is met by the integration of the learning into other courses. Research projects are part of several subject areas.**
- **Library and Information Skills shall be taught by library media specialists and classroom teachers to ensure coordination and integration of library instruction with classroom instruction.**
- **The Library Media Program fosters leisure reading for formal and informal activities.**
- **The Library Media Program provides an environment for full class, small group, and individual work.**
- **The Library provides individual use of computers for information retrieval, word processing, and research via the Internet.**

## **I. Special Education**

**The Committee on Special Education recommends students for resource room support, reading, co-teaching settings in English, Math, Science, and Social Studies, or special education classes in English, Math, and Social Studies. All students are integrated into the general education classes for courses in the arts and other special areas.**

## **J. Electives**

### **COURSE SELECTIONS FOR 8<sup>TH</sup> GRADE STUDENTS**

- **Band**  
  
Eighth grade band is an intermediate level class for the instrumental music student, which focuses more intensely on higher level listening and evaluative ensemble skills. Students meet in a large group every other day.

- Chorus

Students in Eighth grade Chorus will study vocal technique, sight reading and singing in harmony. Students in this chorus have an opportunity to audition for All-County Chorus, and may choose to participate in the optional NYSSMA Solo/Ensemble Festival in the spring. Eighth Grade Chorus performs at two school concerts each year. It is not necessary for a student to have a great voice in order to join Eighth Grade Chorus; willingness to learn and a sense of humor are the most important qualities for a young singer to have!

- Digital Art

Digital Art is an introductory course to programs that are used to create and manipulate images on the computer. Students will be introduced to programs such as *Photoshop*, *Illustrator*, and *PageMaker* through various projects. Students will become familiar with tools and techniques of the programs, while creating and manipulating images. Not only will students be engaged in the arts but projects will also involve other 8<sup>th</sup> grade curriculum. Ultimately, students will discover their creative individuality while becoming comfortable with digital arts.

- Digital Audio and Video

In this class, students will learn to create and edit videos. They will also record and edit sound files and dub audio for videos. Due to the limit of equipment available, this class is limited to 15 students and students will be registered on a first come, first serve basis.

- Reading and Writing Enrichment

This course is designed for those who love to read and write for pleasure. Students will be reading books both within and outside of the class and written tasks are to be related to the assigned texts. Additionally, students are offered an opportunity to participate in whole class book discussions. This course will increase participants skills in reading, writing, speaking, listening, vocabulary, and questioning techniques.

- Personal Fitness

The major objective of this class is to introduce opportunities to improve physical fitness and to learn the principals that pertain to improving physical fitness. By the end of the course, students will, in effect, become their own personal trainers. Activities will be somewhat different than what is experienced in a regular physical education class. Some highlights of the course include the following: groups with the class invent an original game, weight training course, fitness obstacle course, fitness football, and

cardiovascular fitness unit utilizing hear rate monitors. Each marking period ends with a quiz or test on the principles that have been explored.

- **Movies in the Making**

The first part of the course is designed to give students an introductory foundation of cinematic terms to enable them to think about movies critically. Within this selection, students will learn about the history, photography, movement, editing, acting, narrative, and point of view using classic films as examples. Students read professional film reviews to develop an awareness and understanding of what may be included in a formal critique. As the course progresses, students will watch “modern” classics with a new point of view and develop their own voices as they become film critics.

**NORTH SALEM MIDDLE SCHOOL  
GRADES 6, 7 8 - COURSE OF STUDY**

**English/Language Arts**

English Language Arts 6  
English Language Arts 7  
English Language Arts 8  
Reading Grade 6  
Critical Reading and Writing Grade 7  
Remedial Reading 6, 7, 8

**Social Studies**

Social Studies 6  
Social Studies 7  
Social Studies 8

**Science**

Science 6  
Life Science 7  
Physical Science 8  
Earth Science 8 Accelerated (Regents)

**Mathematics**

Math 6  
Math 6 Expand  
Math 7  
Math 8  
Math 8 Accelerated (Integrated Algebra)

**Fine Arts**

Art 6  
Art 7  
Art 8

**Computer**

Math 6 Extended/Computer  
Math 7 Extended/Computer  
Math 8 Extended/Computer

**Related Courses**

Movies in the Making 8  
Digital Art 8  
Digital Audio and Video 8  
Personal Fitness 8  
Reading and Writing Enrichment 8  
English Prep  
Math Prep  
Social Studies Prep

**World Language**

French 6  
French 7  
French 8  
Spanish 6  
Spanish 7  
Spanish 8

**Music**

Music 6, 7, 8  
Concert Band 6 or Concert Choir 6  
Concert Band 7 or Concert Choir 7  
Concert Band 8  
Concert Choir 8

**Technology**

Technology 6  
Technology 7  
Technology 8

**Family & Consumer Science**

Home & Career Skills 6  
Home & Career Skills 7  
Home Skills 8  
Career Skills 8

**Physical Education/Health**

Physical Education 6  
Physical Education 7  
Physical Education 8  
Health 7

**Special Education**

Resource Room  
English-Special Class\*  
Math-Special Class\*  
Social Studies-Special Class\*  
Reading-Special Class\*

\*All as indicated by a student's IEP

# A DAY IN THE LIFE OF A 6<sup>TH</sup> GRADER

## SAMPLE SCHEDULE FOR GRADE 6

	<b>1</b> 7:28 – 8:08	<b>2</b> 8:22 – 9:02	<b>3</b> 9:06 – 9:46	<b>4</b> 9:50 – 10:30	<b>5</b> 10:34 – 11:14	<b>6</b> 11:18 – 11:58	<b>7</b> 12:02 – 12:42	<b>8</b> 12:46 – 1:26	<b>9</b> 1:30 – 2:10
<b>GRADE 6</b>	Social Studies English Math Science Spanish	Social Studies English Math Science Spanish French	Social Studies English Math Science Spanish	Reading 1,3,5/2,4,6 Math Ext 1,3,5/2,4,6 G & T	PE Band Chorus	Lunch Lunch Lunch Lunch Art Music Tech H & C	Art Music Technology H & C Lunch	Social Studies English Math Science Spanish French	Social Studies English Math Science Spanish

## MIDDLE SCHOOL CLUBS AND ACTIVITIES

Middle School Student Forum  
Grade 6 Class Organization  
Grade 7 Class Organization  
Grade 8 Class Organization

Modified Boys' Basketball  
Modified Girls' Basketball  
Modified Field Hockey  
Modified Football 7<sup>th</sup>  
Modified Football 8<sup>th</sup>  
Modified Boys' Soccer  
Modified Girls' Soccer  
Modified Volleyball  
Modified Softball  
Modified Baseball  
Modified Cheerleading  
Modified Cross Country  
Modified Boy's Lacrosse  
Modified Girl's Lacrosse  
Modified Ice Hockey  
Modified Spring Track  
Modified Wrestling  
Intramural Sports

Literary Magazine  
Chess Club  
Munch Bunch  
Math Club  
Art Club  
Drama Club  
Computer Club  
Memory Book Club  
Technology Club  
Club Español  
Musical  
Musical Stage Craft Direction  
Project S.T.A.N.D.  
MS Book Club  
MS Newspaper  
Theater Tech Club: Lighting and Sound