# BCMS 2016-17 CURRICULUM HANDBOOK

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Curriculum Overview

An effective middle-level curriculum challenges students across the learning spectrum. Academic content extends beyond the knowledge presented at the elementary level and connects to that which follows at the high school level. The content of the various disciplines is connected through interdisciplinary and thematic teaching approaches to help students recognize the connectedness in their learning. Middle school curriculum adds a critical building block to a student’s academic foundation and helps students find personal meaning and excitement in their learning. In general, the core curriculum in grades 6, 7 and 8 stresses the continued development of students’ skills in reading, listening, discussing, writing and studying, with special emphasis on problem-solving and higher-level thinking skills.

BC Middle School Course Descriptions

ART
Grades 6-8
Art is a required course at the middle school. Art meets daily for 10 weeks as part of the student’s exploratory arts schedule. The art program is designed to develop individual creative potential through exercises in perception, communication and evaluation of artwork. Its purpose is to heighten student’s awareness of art as it relates to concepts within the elements and principles of design. The creative process centers on problem solving in a way that combines creating, composing, constructing, designing, modifying and producing artwork. Each lesson is designed in compliance with the New York State Standards for the Visual Arts. As the history of art also plays a unique part in influencing the curriculum, famous artists and movements are also an integral part of each unit.

Studio in Art - Accelerated (Teacher Recommendation)
8th Grade
Studio art is designed to provide students with comprehensive experiences in a variety of media as they study and apply the elements and principles of design. The goal of this course is to offer challenging opportunities for decision-making, problem solving and self-expression. Students are expected to find creative solutions to problems presented by the instructor. They will learn specific techniques and artistic styles that will assist them in their creative process. Art Critiques and art history are integrated into the studio art curriculum. Studio in Art is a challenging class that requires students to demonstrate a strong work ethic, meet deadlines, demonstrate a high level of creativity, demonstrate control of artistic materials, and demonstrate a high level of interest in the appreciation and creation of art. Students that successfully complete this course will fulfill the state requirement for one credit in fine art for high school graduation. Students and parents are reminded that this is a high school course and high school attendance and grading policies will be applicable.

COMPUTER LITERACY
Grade 6
This twenty-week course provides sixth graders with the foundational knowledge to become academically and technologically literate, which will enhance their performance in all middle school disciplines. Students practice touch-typing while learning basic and intermediate functions in Microsoft Word, Power Point, Publisher, and Excel. Students will enhance their cloud computing using Google drive, Quia, Aspen and management of their sign-in credentials. Additional skills include: computer coding, Internet safety, organizational habits, time management, library/Internet research, and literacy competencies. This course emphasizes the use of 21st century tools in order to develop skills related to the ELA, Math, Science, Social Studies and Technology standards.

ENGLISH
This course is designed to meet the Common Core State Standards for the English Language Arts in the areas of reading, writing, speaking, listening, and language. The BCMS English Language Arts program uses a reading and writing workshop approach to learning. The MS writing program provides a coherent, systematic curriculum in the three types of writing mandated by the Common Core - opinion/argument, information, and narrative. Writing instruction is organized around grade-specific units of study at each level that include student checklists, learning rubrics, and mentor texts. Each unit of study contains sequential sessions that take students throughout multiple
cycles of the entire writing process, while also building in critical reading and research skills. In addition, students are introduced to test-taking strategies that help prepare them for a variety of assessments, including the New York State English Language Arts Assessment.

Grade 6
Grade 6 English Language Arts is a skills-based discipline that involves students in extensive reading and writing experiences in a workshop format.

- The Writing Program emphasizes the writing process and the study of argument, information and narrative genres for publication. It also includes grammar instruction in the major parts of speech, simple and compound sentences, punctuation, and spelling.
- The Reading Program focuses on reading comprehension, vocabulary development and language fluency. The emphasis is on developing reading skills through word study in context and building a love of literature.
- Speaking and Listening - Oral communication processes are experienced as interrelated and interactive processes. Students develop their ability to use language for communication, for learning and reflection, and for personal and social fulfillment.

Grade 7
Grade 7 English Language Arts is a skills-based discipline that focuses on the continued development of writing skills, with an emphasis on process, mechanics, and creativity. In addition, students will continue to refine their reading skills and expand their repertoire of specific reading strategies through the critical analysis of many types of text, including informational text, literature (including short story, poetry and drama), narrative text (including memoir and biography), technical writing historical documents, and description. Development of students’ listening, speaking, technology, and research skills is also an integral part of this program.

Grade 8
Grade 8 English Language Arts is a skills-based discipline focused on helping students improve their language and communication skills. Our study of literature and literary techniques promotes an understanding and appreciation of a variety of genres. Students will learn to respond to text, write for a purpose, and conduct research. Listening, speaking, thinking, and research skills are integrated through individual writing tasks and group projects. Vocabulary, grammar, and mechanics are also stressed. Students are encouraged to enrich their learning through independent reading and other individualized opportunities in which they are exposed to more challenging pieces of literature. Students will understand how language functions in different contexts, to make effective decisions for meaning or style, and to comprehend more fully when reading or listening.

FAMILY & CONSUMER SCIENCES (FACS)

Grade 7
FACS students learn to maintain and improve their quality of life through preparation as family and community members, consumers, home managers and wage earners. Students develop and practice life-long skills in community outreach and character development through volunteer efforts with the Albany City Mission and Ronald McDonald House. Career exploration involves all 7th graders via the Middle School annual Career Fair.

FACS integrates the NYS learning standards for ELA, Math, Science and Technology; C-DOS, and Health, Physical Education and Family & Consumer Sciences.

HEALTH EDUCATION

Grade 8
By promoting both skills and knowledge, this class encourages students to achieve and maintain physical, social and emotional health that will contribute to a better quality of life for the individual, the family and the community. Student-centered learning experiences include units in planning and goal-setting with physical activity and nutrition; decision making with tobacco, alcohol and other drugs; stress management with violence prevention; communication with HIV/AIDS; sexual risk and family life; and advocacy with unintentional injury prevention. Teachers emphasize throughout the course that the majority of adolescents choose to engage in healthy behaviors and that one’s quality of life is determined more so by lifestyle choices than by any other factor. This 20-week course meets the New York State and National Learning Standards for Health Education and fulfills the one semester health requirement for middle school.
MATH
The BCMS mathematics program provides students with the mathematical knowledge and skills necessary to function in the world. The goal is for our students to develop the ability to:

Make sense of problems and persevere in solving them.
1. Reason abstractly and quantitatively.
2. Construct viable arguments and critique the reasoning of others.
3. Model with mathematics.
4. Use appropriate tools strategically.
5. Attend to precision.
6. Look for and make use of structure.
7. Look for and express regularity in repeated reasoning.

Math 6
Ratios and Proportional Relationships
• Understand ratio concepts and use ratio reasoning to solve problems

The Number System
• Apply and extend previous understandings of multiplication and division to divide fractions by fractions
• Compute fluently with multi-digit numbers and find common factors for multiples.
• Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations
• Apply and extend previous understandings of arithmetic to algebraic expressions.
• Reason about and solve one-variable equations and inequalities.
• Represent and analyze quantitative relationships between dependent and independent variables.

Geometry
• Solve real-world mathematical problems involving area, surface area and volume.

Statistics and Probability
• Develop an understanding of statistical variability.
• Summarize and describe distributions.

Math 7
Ratios and Proportional Relationships
• Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System
• Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.

Expressions and Equations
• Use properties of operations to generate equivalent expressions.
• Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry
• Draw, construct and describe geometrical figures and describe the relationships between them.
• Solve real-life and mathematical problems involving angle measure, area, surface measure and volume.

Statistics and Probability
• Use random sampling to draw inferences about a population.
• Draw informal comparative inferences about two populations.
• Investigate chance processes and develop, use and evaluate probability models.

Math 8
The Number System
• Know that there are numbers that are not rational and approximate them by rational numbers.

Expressions and Equations
• Work with radicals and integer components.
• Understand the connections between proportional relationships, lines and linear equations.
• Analyze and solve linear equations and pairs of simultaneous linear equations.

Geometry
• Understand congruence and similarity using physical models, transparencies or geometry software.
• Understand and apply the Pythagorean Theorem.
• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability
• Investigate patterns of association in bivariate data.

Math 6X
(Prerequisite: Teacher/principal recommendation and mastery of Math 6 topics in grade 5)
Math 6X integrates topics from Math 7 and Math 8. Materials from both grade levels are used, as appropriate, along with supplemental enrichment in some areas. Students successfully completing this course will learn all key topics necessary to enroll either in Math 7X or Math 7Y in grade 7, depending upon teacher recommendation and prior student performance.
Math 7X
(Prerequisite: Math 6X and teacher recommendation.)
This course uses many of the materials from Math 8 to deliver an enriched version of the course. Students must maintain defined minimum grade levels to remain in this level. For a description, see Math 8 above.

Math 7Y (Algebra I)
(Prerequisite: Math 6X and teacher recommendation. This course is equivalent to the first year of high school math.)
This course is an enriched version of the ninth-grade Regents-level course, Algebra I. Students must maintain defined minimum grade levels to remain in this level. For a description, see Math 8X below. It is a course that leads to the required Regents Examination in Algebra I (Common Core) in June and prepares students for the rest of the Regents-defined sequence (Geometry and Algebra II) and then the Advanced Placement program. The second year of this sequence (Geometry) and its exam will be completed in the second year of study (Math 8Y for these students). High school credit is awarded for this course.

Math 8X (Algebra I)
(Prerequisite: Math 7X. This course is equivalent to the first year of high school math.)
This course is an enriched version of the ninth-grade Regents course, Algebra I. Students must maintain defined minimum grade levels to remain in this level.

Relationships Between Quantities and Reasoning with Equations
- Reason quantitatively and use units to solve problems.
- Interpret the structure of expressions.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.

Linear and Exponential Relationships
- Extend the properties of exponents to rational exponents.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.
- Understand the concept of a function and use function notation.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.

Expressions and Equations
- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Create equations that describe numbers or relationships.
- Solve equations and inequalities in one variable.
- Solve systems of equations.

Descriptive Statistics
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent and interpret data on two categorical and quantitative variables.

Quadratic Functions and Modeling
- Use properties of rational and irrational numbers.
- Interpret functions that arise in applications in terms of a context.
- Analyze functions using different representations.
- Build a function that models a relationship between two quantities.
- Build new functions from existing functions.
- Construct and compare linear, quadratic, and exponential models and solve problems.

It is a course that leads to the required Algebra Regents in June and prepares students for the rest of the Regents defined sequence (Geometry and Algebra II) and then the Advanced Placement program. The second year of this sequence (Geometry) and its exam will be completed in the second year of study (Honors Geometry BC for these students). High School credit is awarded for this course.

Math 8Y
(Prerequisite: Math 7Y. This course is equivalent to the second year of high school math.)
This course is the equivalent of the Honors Geometry BC course offered at the high school. Students must maintain defined minimum grade levels to remain in this level.

Congruence, Proof, and Constructions
- Experiment with transformations in the plane.
- Understand congruence in terms of rigid motions.
- Prove geometric theorems.
• Make Geometric constructions.

Similarity, Proof, and Trigonometry
• Understand similarity in terms of similarity transformations.
• Prove theorems involving similarity.
• Define trigonometric ratios and solve problems involving right triangles.
• Apply geometric concepts in modeling situations.
• Apply trigonometry to general triangles.

Extending to Three Dimensions
• Explain volume formulas and use them to solve problems.
• Visualize the relation between two-dimensional and three-dimensional objects.
• Apply geometric concepts in modeling situations.

Connecting Algebra and Geometry through Coordinates
• Use coordinates to prove simple geometric theorems algebraically.
• Translate between the geometric description and the equation for a conic section.

Circles With and Without Coordinates
• Understand and apply theorems about circles.
• Find arc lengths and areas of sectors of circles.
• Translate between the geometric description and the equation for a conic section.
• Use coordinates to prove simple geometric theorems algebraically.
• Apply geometric concepts in modeling situations.

It is a course that leads to the required Regents Examination in Geometry (Common Core) in June and prepares students for the final course of the Regents-defined sequence (Algebra II) and then the advanced placement program. The third year of this sequence (Algebra II) and its exam will be completed in the third year of study (Honors Algebra II BC for these students). High School credit is awarded for this course.

MUSIC
General Music
All BCMS students are required to take General Music in Grades 6-8. General Music meets daily in a ten-week block as part of the exploratory arts program.

General Music, Grade 6
The sixth-grade general music course offers a ten-week curriculum that emphasizes students’ development of music theory, music performance and creative musical knowledge and skills. Curriculum units include instruments of the orchestra, creativity in music and basic elements of music (melody, rhythm and harmony). Throughout the course, students focus on developing skills in ear training, recorder playing and sight-singing.

General Music, Grade 7
The seventh-grade general music course offers a ten-week curriculum that emphasizes the development of students’ musical appreciation, historical knowledge, creative musical knowledge and performance skills. The curriculum is drawn from subject areas that include world music, elements of music, compositional devices, music of the classical era and the voice. Students are introduced to the “Songworks” computer program in a unit that gives them the opportunity to create original music compositions. Music reading skills and ear-training are introduced and developed through singing and by learning to play the recorder.

General Music, Grade 8
The eighth-grade general music course is a 10-week curriculum that emphasizes the development of students’ musical appreciation, historical knowledge, creative musical knowledge and performance skills. The curriculum is drawn from subject areas that include elements of music, music of the Romantic and 20th-century eras, a history of jazz and compositional devices. The “Songworks” computer program is used to further refine skills students need to create original compositions. Students’ music reading skills and ear training continue to develop through singing and playing the recorder. Greater emphasis is placed upon ensemble playing.

Performing Music
In addition to fulfilling general music requirements, students may elect to participate in grade-level Band, Choir or Orchestra. These ensembles rehearse twice per week as regularly scheduled classes during the Home-base period. All musical organizations perform throughout the year in concerts, assemblies and evaluation festivals. Each group’s instructor defines departmental participation expectations for students.

Band 6
The prerequisite for Band 6 is at least one year of instrumental study or the equivalent. Band members must own their own instruments (Exceptions: oboe, alto or bass clarinet, tenor or baritone saxophone, French horn, baritone horn, tuba and auxiliary percussion instruments). Band 6 students are required to attend one class lesson and two band rehearsals each week. In addition, Band 6 members are required to perform in the...
annual evening concerts in the winter and spring and at school assemblies. The instructor individually evaluates all Band 6 members, and their progress is recorded in the school’s grading report system.

Band 7
Band 7 members must have played previously in Band 6 or have received equivalent instrumental music instruction. Band 7 rehearses twice a week during school. Attendance at all rehearsals is required. All Band 7 students also attend a weekly class lesson during the school day. Instrumental music students who study privately are expected to attend the class lesson every other week. Band 7 students are required to practice a minimum of 20 minutes per day. Performances include the annual winter and spring concerts and school assemblies. Band 7 also participates in New York State School Music Association (NYSSMA) Major Organization Evaluation.

Band 8
The prerequisite for Band 8 is Band 7 or comparable instrumental music instruction. The band rehearses twice weekly and class lessons are given weekly. Attendance at all rehearsals and weekly lessons is mandatory for membership. At the discretion of the instructor students who study privately may attend the class lesson every other week. All Band 8 members are required to practice a minimum of 20 minutes per day. Band 8 performs at the annual winter and spring concerts and the Pops Concert and participates in the New York State Music Association (NYSSMA) Evaluation Festival.

Chorus 6
Chorus 6 rehearses twice per week as a regularly scheduled class during the Home-base period. Students are evaluated periodically on their musicianship and successful completion of all rehearsals and performances. Performances include school concerts and assemblies.

Chorus 7
Chorus 7 is open to all students in Grade 7. Students are expected to attend all rehearsals for their group, which occur during the school day. Students are evaluated each quarter on their progress in the areas of musicianship, vocal technique, repertoire preparation and successful completion of all scheduled weekly and sectional rehearsals and concerts. Students develop music reading skills through the use of Kodaly and solfege systems. Performances include school concerts and assemblies. Chorus 7 participates in New York State School Music Association (NYSSMA) Major Organization evaluation.

Chorus 8
Chorus 8 is open to all students in Grade 8. Students are expected to attend all rehearsals for their group, which occur during the school day. Students are evaluated each quarter on their progress in the areas of musicianship, vocal technique, repertoire preparation and successful completion of all scheduled weekly and sectional rehearsals and concerts. Students develop music reading skills through the use of Kodaly and solfege systems. Performances include school concerts and assemblies. Chorus 8 participates in New York State School Music Association (NYSSMA) Major Organization evaluation.

Orchestra 6
Orchestra 6 is an ensemble that teaches students advancing orchestral performing skills. Students perform in two concerts during the year. Each sixth-grade string player receives one class instrumental lesson and attends two rehearsals each week.

Orchestra 7
Orchestra 7 comprises all seventh-grade string players. Two concerts are performed during the school year. At the director’s discretion, this group may also perform in a New York State School Music Association (NYSSMA) Evaluation Festival. Each string student attends one class lesson and two rehearsals per week.

Orchestra 8
Orchestra 8 comprises all eighth-grade string players. Three concerts are performed during the school year. At the director’s discretion, this group may also perform in a New York State School Music Association (NYSSMA) Evaluation Festival. Each string student attends one class lesson and two rehearsals per week.

Co-Curricular Music
Bel Canto
Chorus 6 members are encouraged to audition for the select chorus Bel Canto. Auditions are held in September. Weekly rehearsals are scheduled after school. A one-year commitment is required. Performances include school concerts and various community events during the year.

Piping Rock
Chorus 7 and Chorus 8 members are encouraged to audition for the select chorus Piping Rock. Auditions are held in September. Weekly rehearsals are scheduled after school. A one-
A year commitment is required. Performances include school concerts and various community events during the year.

**Middle School Musical**
The Middle School musical generally consists of a full-staged production of a Broadway-style musical comedy. The cast of the Middle School Musical comprises students in grades 6, 7 and 8. Membership is by audition. Rehearsals are held on Tuesday, Wednesday or Thursday nights, from 6:30-8:30 p.m., and Saturday from 1:00 to 4:00 p.m. Participation in this activity is reserved for highly motivated, organized students who display outstanding singing, acting and dancing abilities. All students in every grade are welcome to work backstage. Parent involvement and support are essential.

**Middle School Jazz Ensemble**
The Middle School Jazz Ensemble is an instrumental group in which young musicians are exposed to the various forms of jazz, ranging from traditional arrangements to the present day jazz idioms. The Middle School Jazz Ensemble comprises mostly musicians from Grade 7 and Grade 8 instrumental groups. One weekly after-school rehearsal is required, and the Jazz Ensemble performs at school concerts each winter and spring and in the annual Pops Concert.

**PHYSICAL EDUCATION**
The BCMS physical education program encourages students to develop the skills, knowledge and attitudes to maintain physically active lifestyles. Students acquire the tools to help them make the connections among good health, physical activity and the quality of one’s life and to assume responsibility for their own personal choices.

Students in sixth grade have the benefit of daily physical education. Students in seventh and eighth grade participate every other day, alternating PE with either Family Consumer Science (7) or Health (8). Physical fitness activities are incorporated into daily classes, and students are taught the basics concepts of health-related fitness, including cardio-respiratory fitness, muscular strength and endurance, balance and flexibility. Activities also require students to engage in problem solving, decision-making, conflict resolution, self-monitoring and self-motivation.

Individual and team activities, offered in a developmentally appropriate sequence, include archery, basketball, cooperative games, dance, fencing, fitness and wellness, golf, gymnastics, flag football, orienteering, pickle ball, Project Adventure, running, soccer, softball, speedball, STX-ball, swimming, table tennis, track and field, ultimate Frisbee, volleyball, weight training and wrestling. Sixth-grade students also participate in portions of Project Alert, which addresses drug abuse prevention.

Physical fitness assessments take place during the year to help students assess their own level of fitness in key categories. Fitness assessments are not related to students’ grades but provide insight into areas in which students may sense a need and/or desire to improve their fitness level. These assessments are sent home to parents each year.

**SCIENCE**
The Bethlehem Central science program focuses on scientific inquiry and hands-on experiences to develop each student’s ability to pose questions, seek answers and develop solutions. Our program incorporates the best research-based learning strategies (e.g., concept mapping and constructing meaning from experience) with the latest scientific discoveries to improve our students’ achievement in science. The curriculum helps students meet or exceed the New York State content and performance standards in science.

**Grade 6**
In grade 6, earth science is the curricular content area. Through the study of geology, students explore the nature of Earth’s crust and the processes that continuously change it. They investigate the interactions among land, oceans and atmosphere as they study meteorology. Through astronomy, they explore the motions of celestial objects and the nature of cyclical changes on Earth caused by the interactions among objects in the universe. Our goal is to enable each student to identify earth science applications in his/her everyday life, while gaining an increasing understanding of scientific concepts and principles. In addition, we promote the growth and development of students’ skills in laboratory safety, measurement, observation, recording of qualitative and quantitative data, charting, graphing, data analysis, classification and use of a compass.

**Grade 7**
The Science 7 Program provides students with studies in the life sciences. Areas of study include classification and taxonomy of living things, cellular biology, human body systems, genetics, evolution and environmental science. Since investigative activities are central to the program, stu-
Students are placed in situations in which they can manipulate objects, pose questions and compare results from one activity to another. Thus, the understanding of the student is expanded through concrete activities dealing with key concepts and processes of the life sciences. Students are provided a wide variety of laboratory experiences and other activities that develop higher-level thinking skills, as well as science process and inquiry skills.

**Grade 8**
The Science 8 program provides students with a study of matter and energy and their interactions. The course emphasizes student-generated discoveries using laboratory investigations, research and mental model building. Laboratory research involves students in designing and conducting their own experiments. Mental model building involves students in developing, testing and revising explanations (models) of everyday observations. These approaches address a variety of skills and processes including developing data tables, graphing data, solving simple algebraic equations, observing, measuring, inferring, predicting, analyzing data, thinking critically, solving problems and communicating ideas.

**WORLD LANGUAGES**
BCMS offers a three-year sequential program of study in French or Spanish. Students have the opportunity to develop communication skills in a new language and to develop cross-cultural understandings. Students are also able to earn one high school credit upon passing a local assessment at the end of Grade 8. (In order to graduate from high school in New York State, students must earn one high school credit in a language other than English.) Students should not enroll in a language that is actively spoken at home. Please contact the department supervisor for information regarding native or heritage language study at the high school level.

**French or Spanish / Grade 6**
This introductory year of language study helps students develop confidence in learning a new language. Students learn about the cultures where the language is spoken and discuss the value of language learning for their futures. Communication themes include basic socializing and responding to questions. Greatest emphasis is given to listening and reading skills that will help students acquire a strong foundation of vocabulary in the language. Students begin to practice speaking and writing skills as they progress through a program of sequential units focused around topical themes.

**French or Spanish / Grade 7**
During the second year of language study, students focus on improving speaking skills as they expand their base of vocabulary during each topical unit. Listening, reading and writing activities further support students’ acquisition of the language and serve to expand students’ understanding of the cultures of French or Spanish speakers. By the end of this course, students are able to communicate in the language with a basic proficiency. This course concludes with a final examination to assess students’ knowledge of vocabulary and their communication skills in listening, reading, writing and speaking.

**French or Spanish / Grade 8**
The third year of language study provides students with multiple opportunities to further develop their communication skills and to increase their base of vocabulary and use of idiomatic expressions. At this level, there is an increased focus on accuracy in students’ written work, and students are expected to pay additional attention to the structural elements of the language. At the conclusion of eighth grade, students have the opportunity to earn one high school credit in a world language by passing a Second Language Proficiency Examination. The score from this exam will appear on students’ high school transcripts.

**SOCIAL STUDIES**

**Grade 6**
This course of study emphasizes the entire Eastern hemisphere, including Africa, Asia, Eastern and Western Europe and the Middle East. The course offers a social science perspective that emphasizes the interaction of geography and economics, while drawing relationships about social, cultural, political and historic aspects of life in the Eastern hemisphere. Every effort is made to challenge each student to the best of his/her ability with a variety of readings and activities that emphasize higher-level thinking skills and individual research skills. Students take a departmental evaluation (assessment?) at the end of Grade 6.

**Grade 7**
This is the first year of a two-year chronological American history program focused on the United States and New York State history. The course offers a political, historical, economic, social
and cultural study of our heritage beginning with pre-Columbian civilizations through the U.S. Civil War. Canada and Latin America, as they relate to our history, are included in this survey, as is American social history. The course also includes a study of local, state and national government, with emphasis on the workings of the U.S. Constitution. Teachers use a wide variety of materials and activities, including original source materials, research projects and higher-level thinking skills—to tailor instruction to students’ individual differences. Students take a departmental evaluation (assessment) at the end of Grade 7.

Grade 8
This is the second course in a two-year American history program that also includes Canada and Latin America, where appropriate. New York State is used as a focus area in learning about the economic, political, social, historical and cultural development of our nation from the 1860’s to the present. Students can make connections with what they learned in grade 7 because the curriculum focuses on persistent issues in our history—growth of government, civil rights and foreign policy. An attempt is also made to include themes in American social history. Students are exposed to a variety of texts, reading materials and projects that develop their higher-level thinking skills and research skills. Teachers use original source materials and make a concerted effort there is a concerted effort to integrate the study of social studies with other disciplines. A wide variety of writing assignments will develop spelling, grammar and syntax, as well as social studies research skills.

ENGINEERING BASICS 1 & 2
Grades 7 & 8
Young people are living in a society of constant change, highly influenced by technology and the interaction of humans with machines. Our information age demands a more highly educated workforce, able to understand and adapt to emerging technologies. Engineering Basics offers students hands-on classroom activities and projects that encompass the entire design process. Safety and personal accountability are emphasized through creative thinking, problem solving, decision making and group participation. Engineering Basics makes connections among personal, home and career settings, integrating New York State learning standards in English Language Arts, Career Development & Occupational Studies and Math, Science and Technology.

INTRODUCTION TO ENGINEERING BASICS & DESIGN (IED)
Introduction to Engineering & Design (IED) is the foundation technology course for the Project Lead the Way (PLTW) program in which students will learn basic CAD/mechanical drawing techniques. Students will create color drawings in the following technical areas: one-view drawings, geometric construction problems, dimensioning, three-view drawings, sectional and auxiliary views of mechanical parts and full 3-dimensional drawings of mechanical parts. This course meets the NYS graduation requirement for one unit of Fine Arts. A lab fee may be charged to cover the cost of materials for project work.

Project Lead the Way is a dynamic national partnership among secondary schools, colleges, universities and engineering industries whose purpose is to increase the quality of graduating high school seniors who plan to pursue a degree in the many fields of engineering and related fields.

ACADEMIC INTERVENTION SERVICES (AIS)
Students who have not met New York State standards in English, math, science or social studies or are identified as at risk for not meeting the standards may be assigned to AIS classes. This instructional period features smaller class sizes, assistance with organization, and a focus on work completion. Some students in grades 6 and 7 may delay the start of second language instruction or special area classes to receive AIS support.

The Reading Lab and the Math Lab offer remedial instruction to students in grades 6, 7 and 8 who have low standardized tests scores. The lab sessions usually include between four and eight students and meet during the day up to five times a week. Support may be provided within the classroom or in a separate instructional setting. This course may be required for students who are not meeting New York State standards in core subject areas.

SPECIAL EDUCATION & STUDENT SUPPORT SERVICES
Students who have a disability may be eligible for an individualized plan that provides accommodations and/or services to assist the student in meeting the New York State learning standards.
Section 504 Accommodation Plan
Students who have a disability that impacts the student’s ability to be successful in the general education setting without accommodations may need a Section 504 accommodation plan. With a 504 Plan, students are provided classroom accommodations such as preferential seating, allowed to leave class to go to the Health Office, use of the elevator, etc. Students may also receive testing accommodations such as scribe, separate location, etc. Students may receive some minimal services with a 504 plan, such as access to resource room or social work counseling.

Individualized Education Plan under IDEA
Students who have a disability that adversely impacts their learning may need an Individualized Education Plan (IEP). The IEP describes the student’s educational strengths and needs related to the disability. It also outlines the special education and related services goals, services, classroom accommodations, technology needs, and testing accommodations that the student requires. The Middle School offers a full continuum of special education services and supports for students with disabilities.

Related Services
Students may receive related services (speech therapy, occupational therapy, physical therapy, and/or counseling) from 1-5 times per week. Related services may be provided within the general education classroom, in a special education classroom, or in a therapy room. Services may be individual or group.

- Social & Communication—Students have a social and communication disorder (Autism Spectrum Disorder) that requires direct social skills training and support in navigating the social environment of school. Speech language therapy may be provided for both, social and pragmatic language skills.
- Social Development Program—Students have a mental health diagnosis and require a safe haven throughout the day. Students receive the support of a special education teacher, social worker, and behavioral specialist.
- Organization & Writing—Students have no academic goals (math or reading) but need significant assistance with organization of time and materials and writing. Significant assistive technology support is provided.
- Reading & Language—Students have a significant reading disability. For students with word decoding and encoding deficits, a multi-sensory phonemic reading approach is used. Other students require support in reading comprehension, language development, and writing. Speech language therapy may be provided for language and vocabulary development.
- Learning Support—Students may have need for support in multiple academic areas.

Direct Consultant Teaching
This program is for students with an IEP who need significant support and modifications in the general education program due to reading and math skills that are well-below grade level.

Direct Consultant Teaching support from a special education teacher is provided in the core courses.

Special Class Secondary Skills
This program is designed for students who are significantly below grade level in most academic areas. They require a high level of teacher support and consistent adult direction. The students require speech therapy integrated in the special classroom with consultation from a reading specialist.

Special Class Secondary Intensive Skills
This program is designed for students who have varying learning abilities, adaptive behaviors and limited processing ability. They require a supportive learning environment that has constant and consistent adult direction and support. Enhanced support is provided in accessing general education, peer networking and opportunities for peer interaction to practice pro-social skills.
DIRECTORY OF SUBJECT SUPERVISORS

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NON-DISCRIMINATION POLICY
The Bethlehem Central School District offers employment and educational opportunities, including vocational education opportunities, without regard to race, color, national origin, creed, religion, marital status, sex, age or disability. Grievance procedures are available to interested persons by contacting the person listed below. Inquiries regarding this nondiscrimination policy may be directed to: Title IX/Section 504 Coordinator, Sex/Handicap Discrimination, Ms. Jody Monroe, Superintendent of Schools, 700 Delaware Avenue, Delmar, NY 12054; (518) 439-7098.