

**Burrillville Middle School  
Program of Studies  
2017-2018**



**Burrillville School Committee**

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Mike Karmozyn, Vice- Chairperson  
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**Burrillville Middle School Principal**

Kathryn J. Lord

**Assistant Principal**

Raechel M. Robidoux

**School Counselors**

Pamela Connors  
Robert DeLellis

**Burrillville Middle School Academic Curriculum Leaders**

Laura Pichie –English  
Jay Brochu -Math  
Melissa Pereira -Science  
Terry Robinson -Special Education  
Linda Belanger -Social Studies  
Laury Cornell- Reading

**Burrillville Middle School Academic Teams**

6 Smith, 6 Nipmuc, 7 Greene, 7 Mowry, 8 Burrill & 8 Mowry

**Telephone**

(401) 568-1320 (Main Office)  
(401) 568-1315 (Guidance)  
(401) 568-1363 (Fax)

**Websites**

Burrillville School Department Website: <http://www.bsd-ri.net/>  
Burrillville Middle School Website: <http://bms.bsd-ri.net/>

## **Message from the Principal**

Dear Parents/Guardians & Students:

Administrators, guidance counselors, and teachers work to constantly evaluate and revise our course offerings to meet student need and reflect changes in curricula. The last few years have seen us work to implement the Common Core State Standards across multiple content areas. The improvement process also extends to instruction and assessment where we have sought to incorporate an increasing number of technological tools into the classroom, and improve our use of data to pinpoint student strengths and weaknesses and develop a range of interventions and supports. This work will lead to many changes for the 2017-2018 school year and our program of studies.

By incorporating technology classes for each grade level that will be offered opposite PE, we plan to strengthen our student's understanding and proficiency with chromebooks, Google Classroom, and all Google Suite applications.

All other exploratory courses (with the exception of band and chorus will be offered every day) will be scheduled by semester.

This year, many 6th grade students will be enrolled in Foundational Skills in Secondary English (FSSE). This course will provide students with the skills necessary for success in Middle School and beyond. Many 7th and 8th grade students will be enrolled in Cross Curricular Extension (CCE); a course designed to expose students to deeper exploration of content areas. Students will rotate through the 4 course offerings each quarter.

We hope you'll use this guide to help you understand our course offerings the possible exploratories my child may elect to take. Please feel free to contact our guidance department if you have any questions about our course offerings or your child's schedule. We look forward to a productive year in 2017-2018!

Thank you,

Kathryn J. Lord

Principal

## **NON-DISCRIMINATION POLICY**

The Burrillville School District does not discriminate on the basis of sex in the educational programs or activities which it operates and is required by Title IX not to discriminate in such a manner. In addition, no child shall be excluded from or discriminated against in admission to a public school or in obtaining the advantages, privileges, and courses of study of such public schools on account of race, color, sex, religion, national origin or disability.

**Notes: Students may be given multiple assessments during the year to assess Reading, Writing and Math. Assessments and progress monitoring tools will be used to assess student proficiency. BMS employs a multiple measures system so that no single assessment is weighed too heavily in determining learning gaps. It is extremely important that students take these assessments seriously and put forth their best effort. Students identified with learning gaps in the areas of Reading, Writing, or Math may be required to take courses designed to address those learning gaps. These courses may include Reading, Literacy, Numeracy, etc...**

## **BMS MISSION STATEMENT:**

The mission of Burrillville Middle School's faculty and staff is to provide a safe, supportive and respectful school environment where all students are taught within a team model to be effective communicators, skilled problem solvers, independent learners and creative, healthy and courteous citizens.

## **STUDENT ATTENDANCE**

**PHILOSOPHY** - Classroom activities at Burrillville Middle School are a vital part of the teacher-student learning process. Attendance every day is very important. A day out of school can never be recaptured. Regular daily attendance is essential if every student is to receive the very best education.

**ATTENDANCE STATEMENT** - A student is required to attend classes each school day. The hours of attendance are from 7:40 AM to 2:07 PM. Makeup sessions with teachers may be requested by the teacher or scheduled by the student before or after school.

**ABSENCE FROM SCHOOL** - Parents/guardians are asked to schedule personal, dental, and medical appointments for after school hours whenever possible. Close scrutiny of every student's daily attendance is conducted by the House Office and Guidance. The middle school administration will pursue legal action, including a referral to Truancy Court against students who accumulate unauthorized absences from school.

## GRADING POLICY

### Grading Policy (P3521)

The grading policy of the Burrillville secondary schools will incorporate the following grades and numerical equivalents:

A – 90 to 100

B – 80 to 89

C – 70 to 79

D – 65 to 69

F – 50 to 64 /Academic Ineligibility

U – Under 50 /Academic Ineligibility

I – Incomplete (Eligibility determined once grade is received)

WP – Withdraw Pass from course

WF –Withdraw Fail from course

Students with final course averages of *65 and below* may enroll in summer school to earn credit for failed courses. Students with two or more failing final course averages may enroll in summer school for credit at the discretion of the Principal.

Honor Roll status is as follows: **(High Honors - All A's) (Honors - All A's and B's)**. Honor Roll students are recognized at an Honors Assembly. Certificates are distributed. Parents/guardians and friends are cordially invited to attend.

## PROGRESS REPORT INFORMATION

In the middle of each quarter, students will receive a progress report listing course updates or grades along with pertinent comments. If a parent/guardian requires a paper copy of their child's progress report, they should contact the guidance department to have a copy mailed home. Progress Reports are available on Skyward Family Access.

## REPORT CARD INFORMATION

At the end of each quarter students will receive a report card listing course grades along with pertinent comments. If a parent/guardian requires a paper copy of their child's report card, they should contact the guidance department to have a copy mailed home. Report cards are available on Skyward Family Access.

## SCHEDULING PROCESS

Students at the middle school are scheduled for core classes (English, Math, Social Studies, and Science). All students are also required to take Physical Education and Technology. In addition,

students may choose to participate in Band or Chorus as well as a variety of exploratory options in the areas of Art, Technology, Foreign Language and Music.

***Please note, we do NOT accept team requests/changes from parents/guardians.***

We will do our best to accommodate student preference and choice, however our schedule is setup to afford students the opportunity to “explore” many different areas of interest. Although you may not have requested to take a course you’ve been scheduled for, we encourage all students to try different courses and embrace their middle school exploratory experience.

Additionally, pending student interest, there may be courses listed in this program that will not be offered. Student’s requests will be taken into account when possible when creating a student schedule.

### **COURSE SCHEDULE CHANGES**

Students choose courses and programs based on the recommendation and best judgment of administrators, teachers, school counselors, the student and parents.

A schedule is used to arrange programs and students in some systematic order. A schedule can be most complex and a change in one area often causes changes in other areas. A student is given considerable time to select proper courses. The school does recognize the need for valid changes.

All requests for change will be decided on an individual basis taking into account all circumstances involved. Staffing and class size will be considered regarding the proposed change. Request for a change may be initiated by a teacher, counselor, administrator, or Director of Pupil Personnel. Students or parents wishing to initiate a change will be required to submit written explanation of why the change is needed providing specific examples of how the change will benefit the student. Once the request has been processed, the counselor and administrator will approve or deny the request for change through the **second week of classes**. After that, the approval of the school principal or designee is required for a change in the schedule. The parent has the right to appeal to the counselor, assistant principal, and then principal if the schedule change is denied.

### **GUIDANCE SERVICES**

Guidance services are provided by experienced school counselors. School counselors provide continuous educational assistance to each student to deal with normal educational, personal, social, or vocational concerns. They oversee each students Individualized Learning Plan (ILP). The American School Counselor Association (ASCA) model drives the comprehensive guidance structure at Burrillville Middle School. The counselors present a school counseling curriculum

to students during advisory, and through classes. Course selection, program modification, assistance with high school and postsecondary planning, implementation and development of Response to Intervention plans (RtI), and assistance with referrals to meet special needs are functions best done by the assigned counselor. The counselor sits as an ad hoc member representing his/her students at meetings, including IEP conferences.

### **THE COUNSELING CENTER**

The Counseling Center is a place for you to visit whenever the need arises. *Except for emergencies, students are asked to contact a counselor to make an appointment.* Often, problems or concerns are easily addressed during a visit with a counselor. Students are encouraged to learn the name of their individual counselor at the beginning of the year.

Counselors are assigned as follows:

- **Mrs. Pamela Connors - 6 Smith, 7 Mowry & 8 Mowry**
- **Mr. Robert DeLellis - 6 Nipmuc, 7 Greene & 8 Burrill**

The guidance program is designed to address social and developmental issues of students. Counselors help students gain an understanding of new situations, adjust to new relationships as well as reinforce their academic programs. Middle School counselors help parents and teachers in facilitating the needs and capabilities of the students.

The Counseling Center also serves to coordinate many programs. These programs include peer support groups, rape crisis clinics, drug and alcohol seminars, group adjustment sessions, and career exploration seminars as well as at-risk student counseling. Do not hesitate to call the Counseling Center at 568-1325 with any questions or concerns you may have.

### **COURSE LEVELS:**

**Advanced- Math Courses Only**

**Standard Level- The standard preparation of courses in Middle School**

For Honors level Math course:

- Accept the rigor of the course
- Realize that courses listed as “honors”, require a significant investment of time.
- Have a willingness to perform independent work which includes, but is not limited to, literary readings, research projects, experimental projects, presentations, and common assessments
- Have the ability and willingness to utilize critical thinking skills at an above average level
- Have the ability and willingness to utilize higher order skills, at an above average level, in order to analyze and solve problems.

- Students enrolled in an accelerated or advanced course will be expected to complete all coursework associated with that course. Students wishing to move to a lower level will need to file a written appeal with the principal.

**SETUP OF SCHEDULE BY GRADE LEVEL:**

\*denotes teacher recommendation required

<b><u>6th</u></b>	<b><u>7th</u></b>	<b><u>8th</u></b>
-English -Math -Science -Social Studies -Foundational Skills in Secondary English/ Literacy*/ World Culture* -P.E./ Tech 6 - Exploratory (Band/Chorus/Art/Music App/ etc...)	-English -Math -Science -Social Studies -Cross Curricular Extension/ Literacy*/ Intro to Spanish* -P.E./ Tech 7/ PLTW - Exploratory (Band/Chorus/Art/Music App/ etc...)	-English -Math -Science -Social Studies -Cross Curricular Extension/ Literacy*/ Spanish* -P.E./ Tech 8/ Manufacturing - Exploratory (Band/Chorus/Art/Music App/ etc...)

**SCHEDULE MEET OCCURRENCES:**

- Every other day for PE and Tech
- All other exploratories (exception Band, Chorus) will be semesterly
- Band and Chorus will run every day for the full year.

**ENGLISH COURSES:**

The English program is designed to help students develop those literacy skills that they will need to communicate effectively throughout their lives. To meet this goal, all English courses are aligned to the Common Core Standards for Reading, Writing, Speaking and Listening, and Language. Students will have multiple opportunities to show proficiency in each standard and will be given the necessary help to close gaps that may exist. Flexibility in methods, materials, and assessment is provided to meet the diverse needs of students. Academic discussion is essential for our students not only during their academic career, but also in preparing them for life beyond our classroom walls.

By studying both literature and language, students explore the enduring achievements of mankind to make connections from the past to the present. All English classes, with the exception of reading electives, require students to read at least two summer reading books and complete an assessment that will be a part of the student’s class grade. Summer reading is essential in allowing students to keep their reading and analytical skills sharp from grade level to grade level.



## **Grade 6**

### **1650/1660**

By using the Common Core State Standards in Reading, Writing, Speaking and Listening, and Language, students will develop skills in order to become effective communicators. The focus in reading will be to analyze both literary and informational text. The focus in writing will be creating well-developed pieces on the three types: narrative, informative and argumentative. Writing tasks will be linked to anchor texts. Students will be expected to cite evidence from the text to support their thinking. Through discussion and collaboration, students will actively engage in the grade 6 curriculum. A strong focus on vocabulary and language skills will be incorporated in each Unit of Study.

## **Grade 7**

### **1750/1760**

Students will be responsible to read, write, think critically, and discuss elements of literature over the course of their 7th grade career. Students will learn how to extract from a text not just the general idea but each particular supporting part of that idea. Such “nuances” of writing as simile, metaphor, purpose, theme, and mood will be explored along the way. What is read during the course will be the subject of most of the writing assignments. Subjects addressed will be analyzing and responding to literary text; the research process; historical fiction and nonfiction compare and contrast; writing an argument; analyzing and responding to literary nonfiction. Students will be required to prepare oral presentations of varied topics as well. These elements of our seventh grade course will provide students with multiple opportunities to master necessary skills to be successful in grade 8.

## **Grade 8**

### **1850/1860**

Students in grade 8 will continue to improve their writing, reading, speaking and listening skills. Writing instruction will emphasize argumentative writing, writing to inform, writing a narrative and writing a critical review. Reading instruction will include analysis of theme, literary devices and author’s craft. Texts may include short stories, fiction, nonfiction, poetry, drama, novels and different types of media selected from various time periods and cultures. Students will improve their reading and writing skills by summarizing, interpreting, analyzing and critiquing a variety of texts through the use of group discussion and oral presentations. Grammar and vocabulary skills will be integrated throughout the year.

## **Foundational Skills in Secondary English (Grade 6):**

(6710)

This course will look at the various skills needed to be successful at the middle school level. Some of the topics explored: study skills, monitoring for meaning, comprehension of texts, and research. 6th grade students will be scheduled for this course unless they are enrolled in reading support, literacy, or World Culture which require teacher recommendation.

## **MATH COURSES:**

The Mathematics Department at Burrillville Middle School is committed to providing a high-quality program that engages all learners in opportunities (1) to attain the mathematical proficiency needed for success in middle school courses and beyond as indicated in the course descriptions below and (2) to apply the standards of mathematical practice as outlined in the Common Core State Standards for Mathematics:

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

Evidence concerning college and career readiness shows clearly that the knowledge, skills, and practices important for readiness include a great deal of mathematics that comes from grades 6-8. Consequently, we have established procedures to advise students of appropriate course and level placement leading to mathematics proficiency needed for high school graduation and readiness for college or career requirements.

Burrillville Middle School offers two mathematics courses for sixth, seventh, and eighth graders: Advanced Mathematics 6 and Mathematics 6; Pre-Algebra 7 and Mathematics 7; Algebra I and Mathematics 8.

### **6<sup>th</sup> Grade - Mathematics 6**

#### **2650/2660**

Mathematics 6 focuses on five areas: (1) decimal computation with the four mathematical operations ; (2) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (3) completing an understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; and (4) writing, interpreting, and using expressions and equations, (5) identifying and using the properties of operations to generate equivalent expressions, equations and inequalities.

### **6<sup>th</sup> Grade - Advanced Mathematics 6**

#### **2615**

The Advanced Mathematics course will allow your child to complete the equivalent of four years (Grade 6 Mathematics, Grade 7 Mathematics, Grade 8 Mathematics and Algebra I) of the Burrillville School Department Middle School Math Curriculum in their three years at BMS.

Also, to progress to advanced math in the next grade, the student must maintain a final average of 80 or better. After successfully completing three years in the advanced level math program at BMS, students would start their high school math program with Geometry. This would ensure appropriate preparation for advanced math classes at the high school, as well.

Advanced Mathematics 6 focuses on six areas: (1) decimal computation with the four mathematical operations ; (2) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (3) introduction, addition and subtraction of rational numbers, including negative; (4) completing an understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (5) identifying and using the properties of operations to generate equivalent expressions, equations and inequalities; (6) writing, interpreting, and using expressions, equations and inequalities.

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

**2750/2760**

Mathematics 7 focuses on five areas: (1) developing and understanding of and applying integers; (2) developing understanding of and applying rational numbers; (3) developing understanding of operations with rational numbers and working with expressions and linear equations; and (4) developing an understanding of proportional relationships , involving unit rates and scale drawings; and (5) application of percents.

### **7<sup>th</sup> Grade - Pre-Algebra**

**2765**

The Advanced Mathematics course will allow your child to complete the equivalent of four years (Grade 6 Mathematics, Grade 7 Mathematics, Grade 8 Mathematics and Algebra I) of the Burrillville School Department Middle School Math Curriculum in their three years at BMS. Also, to progress to advanced math in the next grade, the student must maintain a final average of 80 or better. After successfully completing three years in the advanced level math program at BMS, students would start their high school math program with Geometry. This would ensure appropriate preparation for advanced math classes at the high school, as well.

This course differs from the 7th grade course in that it contains content from 8th grade. While coherence is retained in that it logically builds from the 6th grade mathematics curriculum, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into five areas, or units: (1) integer operations; (2) rational and irrational numbers and exponents; (3) linear expressions; (4) equations and inequalities; and (5) application of ratios, rates and slope.

### **8<sup>th</sup> Grade - Mathematics 8**

**2857/2867**

Mathematics 8 focuses on three areas: (1) formulating and reasoning about expressions and equations, including modeling a graph of a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students who successfully complete Mathematics 8 take Algebra I as a subsequent course of study.

## **8th Grade – Algebra I**

### **2860**

This course logically builds from Advanced Mathematics 7 in that it includes content from both Mathematics 8 and Algebra I. The additional content when compared to both Mathematics 8 and to the High School Algebra I course demands a faster pace for instruction and learning. Algebra I focuses on five areas, or units: (1) relationships between quantities and reasoning with equations; (2) linear and exponential relationships; (3) expressions, equations and inequalities; (4) linear systems; and (5) quadratic functions and modeling. Students who successfully complete Algebra I take Geometry as a subsequent course of study.

*NOTE: A student who has not successfully completed Pre-Algebra is not eligible to enroll in Algebra I.*

## **SOCIAL STUDIES COURSES:**

<p><b>6th Grade-The Ancient World 4650/4660</b></p> <p>Students in grade six study the social, cultural, and technological changes that occurred in the Western World from 4000 BCE to the Roman Republic.</p> <p>Students will study the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>Students will study the history, geography, political, economic religious and social structures of the early civilizations of Mesopotamia, Egypt, Greece, India and Rome.</p> <p>Students will examine the origins of the five major world religions:</p>	<p><b>7th Grade- The Medieval World 4750/4760</b></p> <p>Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa and Asia from The Fall of Rome–1500 CE.</p> <p>Students will study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times.</p> <p>They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.</p>	<p><b>8th Grade - US History (1770-1920) 4850/4860</b></p> <p>This course focuses on a survey of United States history, while incorporating related world events. We begin with an overview of world geography and comparative government and economic systems to prepare students for the units that follow. Units include those listed below.</p>
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Judaism, Christianity, Islam, Buddhism, and Hinduism.		
6th Grade Historical Skills	7th Grade Historical Skills	World Geography
6th Social Studies Skills (5 Themes of Geography, Branches of History, Elements of Geography)	7th Grade Social Studies Skills (Branches of Social Studies, World Geography, 5 Themes of Geography, The Election (Even Years))	Comparative Government Systems
Early Man	Reviewing World Religions	United States Government
Mesopotamia	The Spread of Islam/ Arabian Peninsula Geography	American Revolution
Ancient Egypt	Fall of Rome	Western Expansion
Ancient Greece	Medieval Europe	Industrial Revolution
Ancient India	Medieval China	U.S. Civil War
Ancient Rome (Republic to Empire)	Medieval Japan	Civil War Reconstruction
The 5 Major Religions (Judaism, Christianity, Islam, Buddhism, Hinduism)	Renaissance and Reformation	The Progressive Era
		Age of Imperialism
		World War (as time permits)

**SCIENCE COURSES:**

Students utilize a curriculum based on Next Generations Science Standards. The curriculum is offered through GEMS-Net, officially known as the Guiding Education in Math and Science Network, is a partnership among the University of Rhode Island's School of Education, scientists and engineers, and public school districts. GEMS-Net supports STEM teaching and learning for Kindergarten through

Grade 8. As partners, school districts receive ongoing professional development for all teachers, curricula recommendations that align with the *Common Core State Standards* and *Next Generation Science Standards*, and leadership development for teachers and principals.

Additionally, GEMS-Net uses highly innovative strategies to prepare pre-service elementary and middle school teachers to be leaders in STEM education.

### **6th Grade Science**

#### **3650/3660**

Sixth grade science is an integrated course that is comprised of two major content strands involving Earth Science and Life Science. The Earth Science strand focuses primarily upon the study of atmosphere, weather and water. The Weather and Water strand will explore an understanding of meteorology as an earth science and students will delve into topics that may seem unrelated to weather, such as physics and chemistry. Topics will initially include states of matter and atoms and molecules building up to air masses and fronts, heat transfer, gathering weather data, wind, and the development of severe weather. The importance of water on Earth is a major element of this course. The Life Science strand (Diversity of Life) will include single cell beginnings all the way up to incredibly complex and large multicellular organisms that exist in the widest range of habitats imaginable. Issues relating to our current loss of diversity are explored. Both strands use an inquiry-based, hands-on approach to explore these concepts as laboratory investigations. In both strands, emphasis is placed upon scientific literacy through the use of journals, supplementary readings, and report writing.

### **7th Grade Science**

#### **3750/3760**

Seventh grade science is an integrated course that is comprised of two major content strands involving Earth science and Life Science. The Earth History strand emphasizes the use of knowledge and evidence to construct explanations for the landforms and earth materials found on Earth and the processes that created them. Topics include: Earth Is Rock, Weathering and Erosion, Deposition, Fossils and Past Environments, Igneous & Metamorphic Rocks, Plate Tectonics, & Mountains. The Life Science strand emphasizes the use of knowledge and evidence to describe the interactions and interrelationships for all ecosystems of Earth. Topics include Mini-habitats, Producers, Following the Energy, Population Size, & Human Impact.

### **8th Grade Science**

#### **3850/3860**

Eighth grade science is an integrated course that is comprised of two major content strands involving Life science and Earth and Space science. The Life science strand focuses primarily upon the heredity and adaptation. Topics will include fossil record, the similarities between past and present organisms, the genetic principles of inheritance, and how natural selection produces adaptations that lead to changes in species and eventually the creation of new species. The Earth and Space science strand will focus on planetary science. Students investigate the causes and effects of seasons, impact history of meteors on the Earth and in the solar system, evolution of the solar system, and characteristics of stars. In both strands, emphasis is placed upon scientific literacy through the use of notebooks, supplementary readings, and writing.

**Exploratory:**

**Science Explorations (6th, 7th, and 8th grade)**

**3930/3900/3920**

Science Explorations is an integrated course that incorporates aspects of Life, Physical, Earth and Space science, as well as Technology. This is achieved through the use of various activities including, but not limited to: reading, research, hands-on activities, outdoor exploration, presentations (oral/written), simulations, Gizmos, inventions, use of digital microscopes, and/or the use of vernier probes. Students will be expected to complete independent projects and activities throughout the course. This is meant to be a challenging class for the diligent independent worker that demands the students to have a passion/interest in science.

**CURRICULAR EXTENSION:**

**Cross Curricular Extension: (7th and 8th grade):**

**7th-(6720)**

**8th- (6810)**

This class will allow students to rotate through 5 weeks (one quarter) of a course extension. Each quarter, students will rotate throughout the various offerings.

In the 7th grade, each student will partake in Financial Literacy, Rhode Island History/Government, Geography, and Research in Science.

In the 8th grade, each student will partake in “Magnanimous Mustangs”, Inquiry-based Science, Historical Events, and Current Events in History.

**TECHNOLOGY COURSES:**

**Tech 6 (Required for all 6th grade students):**

**7735**

Students will be introduced to BSD networked computers and their importance. Students will learn Google sites: Google classroom, Google Drive, Cloud software suite and Gmail. This course focuses on email & social media etiquette. Students will also explore the essential elements of proper keyboarding technique as well as learning how to cite their internet sources properly. Students will construct Word processing documents and presentation slides and drawing graphics using Google Sites. Students will be introduced to basic 3D Printing TinkerCAD skills. Students will wrap up the year with coding & game design.

**Tech 7 (Prior completion of Tech 6 course- 7th graders):**

**7737**

Students will be introduced to digital citizenship skills ie; digital communication, digital access, reliable sources, cyberbullying, social networking, internet scams, malware etc. Students will continue to expand their use of the Google sites, keyboarding technique, Tinkercad and 3D

printing. Students will be introduced to and will complete projects using MS Office applications, Google Earth, Google Maps, Weebly Web Design, Gimp 2.8, MS Paint, MS Movie Maker, Powtoon, Flip Boom, Toon Boom, Looking Glass and Prezi.

**Project Lead the Way, Design and Modeling - (Prior completion of Tech 6 course- 7th graders):**  
**(7740)**

Through explorations of coding and robotics, flight and space, and DNA and crime scene analysis, PLTW Gateway fuels students' passion for discovery. As they engage in hands-on, collaborative problem solving focused on real-world challenges, students use and stretch their imaginations in brand-new ways and connect their learning to life. All the while, students step into roles spanning the career landscape – a crucial experience during this transitional time in their lives.

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

**Tech 8 (Prior completion of Tech 6, Tech 7 - 8th grade)**  
**7850**

Students will be building on their Google Site skills by learning organizing techniques in addition to advanced Google Site applications. Students will be introduced to structure & building design by learning the WestPoint Bridge software and using advanced TinkerCAD techniques to create 3D prints of their designs. Students will finish up the year by discovering career pathways that match their interests and skills.

**Foundations of Construction (Prior completion of Tech 6 & Tech 7- 8th grade)**  
**7840**

***\*\*Please note: Students will be given preference for entry into the Academy of Construction Technology CTE pathway at BHS\*\****

Manufacturing Tech is designed to introduce students to general woodworking practices along with 3D modeling/drafting. Students will expand their knowledge and experience through various projects, lessons, and vocabulary. Students will be expected to learn about and safely use hand tools, power tools, and woodworking machinery. The projects are designed to give students as much experience as possible by using many different machines and tools. Students will also be working with robotics in a wide variety of open-ended, hands-on, technological activities that emphasize problem solving, critical thinking, and design. Students will develop valuable skills by designing, constructing, and programming robots they create to replicate potential solutions to real world problems.

**Digital Technology: (6th, 7th, 8th graders)**  
**(7750)**



This class will explore a variety of technologies utilized at BMS. Numerous topics will be explored including: Google Suite, proper use of chromebooks, research techniques, etc...

### **STEM Exploratories:**

#### **STEM: (Science, Technology, and Math)**

(3925)

#### **Science: (7th and 8th graders)**

The science portion of the STEM courses offered at BMS deals with a variety of science topics. These topics include density, physical and chemical changes, atoms, friction, gravity, and speed. Students will cover these topics by doing research, having discussions, and creating/developing projects. Students will also be required weekly to report on current science news. Students are required to be active participants in all activities.

#### **STEM Math: (7th and 8th graders)**

The math portion of the STEM course is designed to focus on how math is related to the various STEM projects that students have created during the program. It also introduces students to Scratch coding. By the end of the program, students will be able to create a basic video game.

#### **STEM Tech: (7th and 8th graders)**

The Technology portion of the STEM course is designed to give computer access and support while in the BMS STEM Program. Engineering concepts will include basic principles of design for machines & structures ie. simple machines, towers & bridges, Students will explore these concepts by participating in class presentations, researching theories and creating projects by hand as well as on computers. Students will use a variety of computer programs like 3D design and bridge design software. The Google Drive and its suite of cloud based software to complete STEM related research. Because this is an active hands on class, class expectations are that students will be motivated not only when working independently, but when they are assigned to small groups to complete activities. Students are required weekly to report on current STEM Technology & Engineering news. Students are required to be active participants in all activities.

### **ART COURSES:**

#### **Art 6 (open to 6th graders)**

**7611**

#### **Art 7 & 8 (open to 7th and 8th graders)**

**7711**

The 6th, 7th, and 8th grade art program at BMS is designed so that students will experiment with a variety of media to create visual art. The elements of art (line, shape, color, value, form) are studied in two dimensional and three dimensional work. Students will begin to apply the principle of design, (rhythm, direction, balance, contrast, dominance, proportion, and

harmony/unity) in their art making practices. Art is a visual form of communication, therefore students will reflect their thoughts, verbally, and visually on the works of other artists, classmates, themselves, culture and history. In addition students will practice drawing skills, during their free time, by doing extra credit, independent work.

### **PHYSICAL EDUCATION COURSES:**

The physical education program is designed to introduce students to a multitude of activities during their years at Burrillville Middle School. Physical fitness is the underlying theme that gives the program its focus. Students are taught the specific components of physical fitness have those components reinforced through various activities and are exposed to different fitness testing measures. They are encouraged to set goals for fitness improvement and to explore physical activities inside and outside of classes. As their interests develop, students are encouraged to make a plan for lifelong wellness.

The class program by the season may include:

- **Fall** - fitness, soccer, football skills, ultimate Frisbee, organized games and yoga.
- **Winter** - fitness, fitness testing, floor hockey, volleyball, organized games, basketball, and team handball
- **Spring** - aerobics, fitness, life long leisure activities, softball and organized games.

Topics have been carefully selected to be age-appropriate and standards-based. Special emphasis will be given to peer relationships, decision-making, self-concept, growth and development, violence prevention, nutrition, fitness and substance abuse prevention.

The purpose of the curriculum is to provide students with factual information, research skills and real life scenarios which will enable them to make informed decisions regarding health issues they may typically face.

### **Health Education Grades (6,7,8)**

The health education programs in 6,7 and 8 grades emphasizes what students need to know, understand and do to achieve a healthy lifestyle. The instruction will address adolescent health issues, decision-making skills and consequences. Students will understand peer pressure, respecting individual differences and opinions. Students will learn effective face-to-face and online communication skills. Areas of study include emotional, mental, social and environmental health, safety and emergency preparedness, relationships, substance abuse and disease prevention, and family life education.

### **Mind, Body, Spirit Exploratory (Open to 8th graders)**

#### **7860**

Mind, Body, Spirit is a course for 8th grade students with the emphasis on establishing healthy, loving attitudes, values and the development of habits that are self-honoring and respectful to others.

Activities may include but are not limited to:

- Developing a personal Yoga practice
- Reading and writing for self-exploration and reflection
- Meditation techniques
- Mindfulness in daily life
- Rhythmic movements
- Weight Training

### **Wellness Exploratory (Open to 6th graders)**

#### **7650**

Wellness is more complex than just eating right and exercising. In Wellness you learn about the six dimensions of wellness and how to maintain these dimensions for longevity of life and happiness. In order to keep a healthy status we need to make sure we are not compromising any of these dimensions. We will explore many topics that fall under the six dimensions both in the classroom, gym and outdoors. These activities include exercising, class discussions, projects, nature walks and much more.

## **MUSIC COURSES:**

### **Music Appreciation (6th, 7th and 8th graders):**

#### **7827/7828**

Students in Music Appreciation will do a sampling of musical activities which allow them to meet the RI Music GSEs. They can expect to play basic piano keyboard/percussion music, use musical vocabulary, listen to and describe music of different time periods and cultures, create short musical pieces, singing as a group, performance etiquette, relating music to the other disciplines, and relating music to history and culture. No prerequisites or musical experience is required.

### **Chorus (6th, 7th, and 8th graders):**

#### **7825/7826**

Students in chorus will sing a variety of choral music in two part (6th Grade) and three parts (7th-8th Grade) with attention to balance of parts, dynamics, style, phrasing, articulation, and stage presence. This class meets every other day and in rehearsals students will focus on proper singing technique, performance etiquette, will learn to read choral music and musical symbols and notation. There are two required performances throughout the year, one in December and another in May. The class utilizes the RI GSEs/National Standards for Music Education in order to teach and improve student understanding and performance in music. In 7th-8th Grade,

students are expected to compete in festival performances. No prior singing experience is required and all students are welcome.

### **Beginning Band - (Grade 6)**

#### **7620**

Beginning Band is a course designed for students with no prior band experience. It meets five times per week during the regular class day. The content literature is based on Essential Elements 2000 Book 1. Each week throughout the year the class will cover basic technique, note reading and performance etiquette. The class utilizes the National Standards for Music Education in order to teach and improve student understanding and performance in music. There are two required performances throughout the year, one in December and another in April/May. New students are always encouraged to join and participate in Beginning Band.

### **Concert Band - (Grades 7 and 8)**

#### **7820**

Concert Band is a course designed for students with prior band/instrumental experience. It meets five times per week during the regular class day. The content literature is based on Essential Elements 2000 Book 2. Each week throughout the year the class will cover posture, playing position, breathing, tone quality, intonation, articulation, style, fingerings, syncopation, rhythmic precision, dynamics, balance/blend, and phrasing. The class utilizes the National Standards for Music Education in order to teach and improve student understanding and performance in music. There are two required performances throughout the year, one in December and another in April/May.

## **WORLD LANGUAGE COURSES:**

### **World Culture** (6th grade)

#### **5860**

*Prerequisite: Teacher recommendation*

This course provides students an introduction to various world cultures. Students will be exposed to various customs and cultures across the globe. A specific emphasis on Spanish speaking countries will be given.

### **Intro to Spanish: (7th & 8th graders)**

#### **5750**

*Prerequisite: Teacher Recommendation*

Students will begin the study of Spanish acquiring basic vocabulary, language structure and culture for everyday situations. Students will attain language proficiency through listening, reading, speaking and writing Spanish.

### **Spanish (8th graders ONLY)**

**5855**

*Prerequisite: successful completion of Intro to Spanish*

Students will continue to gain proficiency learning basic vocabulary and language structure and culture for everyday situations. Students will acquire language proficiency through listening, reading, speaking and writing Spanish. Proficiency in this course along with teacher recommendation will allow a student to enter Spanish II at the high school level.

## **STUDENT SUPPORT COURSES**

Student support courses are offered to help students achieve the BMS course requirements. Students are identified as in need of support based upon assessment results and teacher recommendation. Assessments may include: PARCC, NECAP, Edmentum, DRP, Common Tasks, ILP, and other course assessments.

### **Literacy- (grades 6, 7, 8)**

**6620/6730/6820**

*Requires teacher recommendation only*

This course is part of the school's second tier literacy program that is designed to help students close gaps in proficiency on the Common Core State Standards. Instruction will focus on remediating core concepts in grade 6, 7 or 8 English, preparing for common tasks, diagnostic assessments, and state assessments.

### **Numeracy (grades 6, 7, 8)**

**2670/2770/2900 (year long)**

**2675/2775/2940 (semester)**

**6th Grade Numeracy**

**Prerequisite: Teacher Recommendation**

Students assigned to this course will take an extra 0.5 period of mathematics every other day to support the success in the 6th grade mathematics curriculum. Students who demonstrate severe deficits in 4th and/or 5th grade mathematics skills will be recommended for placement in Numeracy for support and intervention. Student placement occurs through the teacher recommendation and students assessment data. This course is graded as pass / fail.

**7th Grade Numeracy**

**Prerequisite: Teacher Recommendation**

Students assigned to this course will take an extra 0.5 period of mathematics every other day to support the success in the 7th grade mathematics curriculum. Students who demonstrate severe deficits in 5th and/or 6th grade mathematics skills will be recommended for placement in Numeracy for support and intervention. Student placement occurs through the teacher recommendation and students assessment data. This course is graded as pass / fail.

## **8th Grade Numeracy**

### **Prerequisite: Teacher Recommendation**

Students assigned to this course will take an extra 0.5 period of mathematics every other day to support the success in the 8th grade mathematics curriculum. Students who demonstrate severe deficits in 6th and/or 7th grade mathematics skills will be recommended for placement in Numeracy for support and intervention. Student placement occurs through the teacher recommendation and students assessment data. This course is graded as pass / fail.

## **PUPIL SERVICES**

The Pupil Service programs offered at Burrillville Middle School combine academic instruction with vocational preparation, career exploration and community job placement. Every attempt is made to provide special services and necessary accommodations within the regular classroom setting. The ability to successfully function in the community is recognized as the ultimate goal of the program. Therefore, students are encouraged to be active participants in the community in which they live.

Academic, vocational, and social skills development, utilize community resources in curriculum planning and implementation. Admission: A child shall be admitted to a pupil services program if he/she is deemed eligible on the basis of the evaluation process as prescribed by the Rhode Island State Regulations. The law is very clear with regard to an equal education for all. The Americans with Disabilities Act states the “Local school districts are required to assure that, to the maximum extent appropriate; children with disabilities are to be educated with children who are not disabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when the nature of severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily”. This act requires that students with disabilities have meaningful access to the general curriculum and are included in the general education reform efforts.

Accountability and high expectations are the norm for all Burrillville Middle School students. In order to conform to the regulations as established, students with disabilities are included in the general curriculum and the general and district-wide assessment programs. Students receiving support from Burrillville Middle School’s Pupil Services Department enroll in general curriculum courses. These courses may include collaborative sections in the core subject areas. Collaborative classes are co-taught by general education teacher(s) and the specialist (special education teacher) in which they share planning, teaching and evaluation within the collaborative setting. Support in these courses is provided based on their individual needs according to their IEP. Core courses, as well as elective courses, may be selected from the general curriculum. Specific programs offered through the Pupil Services Department can be found below.

## **STUDENT SUPPORT COURSES (Grades 6, 7, 8)**

### **Student Support- (grades 6, 7, 8)**

**9650/9655/9660/9665/9670/9675**

*Prerequisite: Approval of Pupil Personnel Department*

Student Support classes are available to students who qualify for Special Education services. Student Support is designed to supply students with skills that will improve their performance in academic classes while addressing their IEP goals. This class encompasses study skills, organizational skills; such as organizing a notebook system, planning study time and assignment/assessment completion, planning for long term assignments, meeting short and long term due dates, and addressing grade-level curriculum in content area classes.

<http://curriculum.bsd-ri.net/home>