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Middle School

the adolescent

relationships

Since adolescents have special needs and characteristics, schools for them need to be special, too. Bethlehem Central Middle School is a place where students will be challenged academically, athletically and socially. It is a place where young people will learn the fundamentals of reasoning or abstract thinking. It is a place where children will experience

dramatic growth spurts and also erratic mood swings. It is a place where many young people will first experience an interest in the opposite sex, and where children will begin to seek approval more from their peers than their parents. To put it plainly, Middle School is a place where some of the most exciting and dramatic changes take place within us!

You bought him new jeans three months ago, and they're already too short. You take the family to the movies, and she sits four rows in front of you. You call home, he answers the phone, and you mistake him for his younger sister. She spends an hour in the bathroom staring at the mirror. Don't worry, it's all normal behavior.

As the parents of an adolescent, you're going to discover many things. For example, just when you think you've begun to understand all their changes and moods, they change friends and friendship patterns, and you have to start all over. Don't worry. Remember that the peer group is important to adolescents, and there's nothing wrong with that. You will also discover that adolescence is a time for the most incredible range of feelings. One moment they're up, and the next moment they're down. You'll also find out that it's a time when their bodies are changing so rapidly they have no control. Try to overlook it when they bump into things, because clumsiness can affect personalities as well as bodies.

Adolescence can be a trying period for you and your child, but it can also be a period of great joy and discovery. Your youngster is starting to be almost a grown-up. That's one of the rewards of early adolescence for both of you. It isn't a time to fear. It's a time when kids really begin to come into their own.

One of the significant challenges we face together is helping young people establish positive relationships with one another. Students in what they say and do at this time of their lives can sometimes demonstrate their lack of understanding of necessary social boundaries. We ask you to work with us as we emphasize the school expectation of respect and safety for self and others. We explain to our students that harassment of any kind will not be tolerated.

We generally explain sexual harassment to our students this way: Sexual harassment is any unwelcome sexual advance that has the purpose or effect of interfering with a person's education or learning environment. Looks, teasing, gesturing and rumors can be terms of harassment. The key in knowing when these behaviors are harassment is in knowing how they are received. Students feeling they have been harassed are directed to report the incident to an adult.

what parents can do

1 Establish a close relationship with your child. Developing a close relationship with your child will go a long way toward building confidence and trust. It's never too late to start.

2 Include plenty of two-way communication in that close relationship. Make sure your child knows he can talk with you. Regardless of what they do, don't shut off the communication channels.

3 Encourage your child to get involved in positive activities that provide a feeling of competence and help to develop useful and enjoyable skills.

4 Show interest in school-related activities. Be supportive of the adolescent with regard to school activities and work.

5 Be aware that your child has the following needs:

- the need to be noticed;
- the need for acceptance;
- the need for independence;
- the need for love.

Put the period of early adolescence into the perspective of a lifetime. Whatever happens, your child will only be this age for about three years. Despite the struggles, cherish these years. Hold onto the memories, and keep as many mental and real pictures of them as you can.

homework

Homework, which refers to assignments requiring independent work beyond the classroom, is an important aspect to Middle School life. It is an approach for students to reinforce what was learned during the day's lesson, and to prepare for the next day's follow-up class.

Total homework assignments may range from a minimum of two hours a week in Grade 6 to eight hours or more per week in Grade 8.

All teachers instruct their students in ways to organize their work and study skills habits each September. The teachers reinforce these skills throughout the year. We encourage you to call your child's teacher regarding any concerns or questions about homework.

Our teachers strongly encourage parents to allow their children quiet study or homework time in an area where you can provide assistance and support each afternoon or evening. This means the child should be away from distractions such as the computer (other than for school related work), the television, the stereo or the radio, whenever possible.

Most students in the Middle School do not have time during the school day to accomplish their homework or studying. Time should be set aside each day at home for this to be done. We recommend that parents review their children's homework and project completion plans at least weekly and check the homework assignment book every evening.

Each grade level is divided into distinct teams of teachers. Exploratory Arts teachers become a part of the teaching team while teaching students from that team.

Some benefits of the team approach are:

- Students have subject matter specialists, but there is coordination of the total program.
- Special units and activities can be easily provided.
- Teachers can focus better on the needs of their students.
- An academic program is more effective when it is coordinated among all of the subjects.
- Daily teacher planning periods can be used for student and parent conferences, as well as for coordinating the instructional program.
- A single behavior code for the entire team can be established and used by all teachers.
- Flexible scheduling can be more readily accomplished.
- Grade 6, 7 and 8 teams work within "Houses" to provide a connected three year instructional experience for your child.

**how
students
should
study
at home**

**team
teaching**

how to find out about your child's academic progress

There are three methods of finding out your child's academic progress: the Interim Progress Report; the report card; and a parental call to teacher or guidance counselor.

The Interim Progress Report may be sent by the teacher halfway through the 10-week marking period. It is sent home with students who show outstanding academic achievement or with students who show a lack of progress during the marking period. Not all students will receive Interim Progress Reports, but those who do should have them signed by their parent and returned to the issuing teacher.

Report cards for the first three marking periods are sent home with the students to give to the parents at the end of each 10-week report. Report cards for the last making period are mailed home in July. It is the student's responsibility to get the report card home. Distribution dates are listed in the District Calendar and announced in the monthly mailed newsletter "BCMS Happenings".

Parents are always encouraged to contact either the teacher or the guidance counselor to discuss their child's progress. Teachers will be available for conferences by appointment. Parents should call 439-7460 to set up a conference.

visiting the classroom

Parents may visit their child's classroom at any time during the year. We ask you to make arrangements with the teacher in advance of your visit.

You are also strongly encouraged to visit during American Education Week in November. We will send home information about this event in our November *Happenings*.

what report card grades mean

Marks earned by students are represented by the following marking plan:

Honors work: 92% - 100%

Merit work: 82% - 91%

Average work: 70% - 81%

Passing work: 65% - 69%

Failing work: 0% - 64%

Minimum possible grades:

- Marking Period I - 55%
- Marking Period II - 55%
- Marking Period III - 50%
- Marking Period IV - None

Honor Rolls: Eligibility for the Honor rolls is achieved when a student has an 82% (Merit) or 92% (Honors) quarter average and no “incompletes” or failing grades. High Honors require no grade less than 80%. The honor rolls are posted after each 10-week marking period outside the Main Office. A list of Honors students is published in the “Spotlight”.

Incomplete: This comment is used when there is a continued absence immediately prior to a marking day, or if a major test held immediately prior to a marking day has been missed and no time is available to make it up, or there have been intermittent absences, or physical disability has prevented a student from doing the required work. An “INC”, which is printed on the report card, is to be made up within a reasonable length of time as determined by the teacher, or a zero is to be recorded for this work and averaged in when arriving at a 10-week average.

Final Assessments: Students in grades 6, 7 and 8 participate in final assessments in most subjects during the last two weeks of school. The purpose of these assessments is to provide an academic emphasis right to the end of the school year and assess program strengths and weaknesses.

PTA High Honors Reception: Eighth grade students who achieve “Honors” status for 10 of 11 marking periods are invited, along with their families, to a June reception..

extra- curricular activities

“homebase”

our Guidance/ Counseling Department

Students are strongly encouraged to participate in extracurricular activities. It has been our experience that student participation in before or after school activities increases the student’s sense of belonging and helps academic success.

CLUBS: Staged Creations, Builders, Students Against Doing Drugs, Student Councils, Students Wellness and Training (SWAT), Natural Helpers. Extracurricular programs vary each year. Updated listings can be found on the Middle School website.

MUSIC: Chorus, Orchestra, Band, Annual Musical, Sound Sen-

Students will have a “homebase” period during the day to receive extra help, initiate homework projects, work on independent research or enrichment activities or participate in individual team-building projects.

The function of the Guidance Department is to help students achieve success in school. School counselors provide information concerning educational opportunities, and they advise students regarding the best use of their abilities, interests and aptitudes.

Our school counselors welcome the opportunity to speak with parents about the school work and other activities of their children. The counselors work closely with our teachers, administrators, psychologist and other school personnel to help all students to reach their academic and personal potential.

Students at each grade level participate in a variety of District and State Mandated tests. Generally, the purpose of these tests is to as-

sation, and Piping Rock.

SEASONAL SPORT INTRAMURALS: Grade 6: Fall/Spring, Monday-Thursday, Winter, Monday-Friday. Grades 7-8: Tuesday/Wednesday/Thursday.

ATHLETICS: Sixth grade students do not participate in interscholastic athletics. However, sixth graders sign up in the spring for fall participation in Grade 7. Modified sports are played by 7th, 8th and 9th graders. Signups for all sports takes place in the nurse’s office.

Homebase may begin as a structured part of a student’s schedule, but it allows for greater flexibility as the year progresses.

sess individual student performance and identify areas of instructional program improvement. Seventh grade achievement tests results are used, in part, as criteria for determining President’s Educational Excellence Award recipients at the end of grade 8.

Grade Nine Enrichment: Placement in Grade Nine Enrichment English, Enriched Social Studies, and Second Language are decisions made by the student and his/her parent. Seventh and Eighth grade Terra Nova results and State assessment, as well as teacher recommendations, should help each family make an informed decision. If you have any questions, please feel free to contact the respective department supervisors at 439-7460.

a sampling of some programs at BCMS

Music

More than one-half of our students participate in the before-and-after school choirs, bands, orchestras, and the annual musical. Each group performs for school assemblies and public concerts. Our musicians annually participate in the District Music Festival. The Bethlehem Music Association parents' group actively supports student participation. A "Pops" concert is presented in June to honor graduating eighth grade musicians.

Student Councils

Each grade has a student council consisting of two or three elected home-room representatives who meet regularly with a teacher/advisor to plan grade-level social activities and events during the school year.

Students Against Doing Drugs

(SADD) Students from grades 6, 7 or 8 plan activities during the school year that focus on making good health choices and provide information to others about the hazards of becoming involved with alcohol or other drugs.

Staged Creations

Staged Creations is open to all BCMS students, by audition, interested in being a part of a drama production. All students involved must be free from other after school commitments from mid-December through the end of March.

Student Theatre

Each year BCMS attempts to provide a professional theatre experience for our students here at school. Past productions include the local Capital Reparatory Theatre and Regional Shakespeare companies.

Natural Helpers Program

The Natural Helpers Program is designed to help young people develop the capacity to respond to some of the problems of adolescence and improve their school and community. Students play a variety of roles as Natural Helpers, including becoming involved with their school community and recognizing when people have serious problems like depression, chemical dependency, abuse and referring them to trained helping resources. The Natural Helpers Program is supported by BCMS Students Against Doing Drugs, Bethlehem Networks Project and Bethlehem Opportunities Unlimited.

Step Up/Step Out

Selected Grade 5 & 8 students may participate in an activity oriented summer experience introducing them and their parents to BCMS & BCHS.

Strive for Success

A student, parent, teacher partnership program - selected students and parents work with BCMS staff to improve students' study and organizational skills through participation in a series of evening meetings.

curriculum

An effective middle level curriculum requires challenges for students all along the learning spectrum. Academic content must extend beyond that presented at the elementary level and be connected to that which follows at the high school level. The content of the various disciplines needs to be connected through interdisciplinary and thematic teaching approaches to help students recognize the connectedness in their learning. An effective middle level curriculum adds a critical building block to a student's academic foundation, and helps students find personal meaning and excitement in their learning.

All grade levels:

- *English*
- *Social Studies*
- *Math*
- *Science*
- *Second Language (Gr. 6,7,8) (French or Spanish)*
- *Art (10 weeks)*
- *General Music (10 weeks)*
- *Physical Education*
- *Family/Consumer Sciences (20 weeks)*
- *Instrumental Music (optional)*
- *Academic Intervention Services (as needed)*
- *Math Lab (as needed)*
- *Reading Lab (as needed)*
- *Speech (as needed)*

Grade 6 only:

- *Keyboarding (10 weeks)*

Grades 7 & 8:

- *Technology (20 weeks)*

Grade 8 only:

- *Health (20 weeks)*

The accelerated math program allows for advanced work for students at each grade level, and makes it possible for students to earn high school credits. Opportunities are given each year for

students to qualify to move into this program if they were not accelerated previously.

There will be enrichment opportunities for students in all classes of Grades 6, 7 and 8. These opportunities may include a greater emphasis on higher-level thinking skills. These students may be exposed to more challenging pieces of literature, and they may be allowed to complete more advanced research and laboratory projects.

In Grades 6, 7 and 8, the core curriculum stresses the continued development of students' skills in listening, discussing, writing and studying, with special emphasis on problem-solving and higher-level thinking skills.

The Reading Lab and the Math Lab are remedial programs for students in Grade 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 in classrooms or in a separate instructional setting. Support may also be provided within the classroom.

Our Resource Room programs provide academic and instructional modifications to students identified with learning disabilities.

Students who have not met State Standards or are identified as at risk for not meeting these standards may be assigned to AIS classes with smaller class sizes to receive instruction in subjects and "learning how to learn" skills. Some Grade 6 & 7 students delay the start of second language instruction to receive this instruction; Grade 8 students must begin second language instruction and therefore support will be built into the school day.

All eighth graders will meet with school counselors in classroom groups and in individual conferences during January and February to plan their freshman year schedules at the High School. Printed information will be sent home to parents early in January to help them discuss curriculum choices with their eight graders.

A High School curriculum orientation meeting for Grade 8 parents is scheduled in January. Course selection sheets are to be signed by the parent and returned to the counselor by the end of January.

course selection for Grade 9

Middle School Course Descriptions

Art/Grades 6 & 7

(10 weeks)

At both the sixth and seventh grade level, art is a required course. It meets daily for ten weeks. Its purpose is to heighten the students' awareness of art as it relates to the elements and principles of design. The students are also exposed to nature's influences on art. The course emphasizes self-expression and interpretation rather than formulated results. The creative process centers on problem-solving and risk-taking in a way that combines creating, inventing, composing, constructing, designing, modifying and producing. Each lesson or unit is designed so students receive base information (concepts and related vocabulary), have time for discussion (brainstorming) and then work to solve either a two-dimensional and three-dimension problem. As the history of art also plays a unique part in influence, famous artists and movements are an integral part of each unit. The combination of historical information, defined concepts, hands-on opportunities and various forms of self-expression provides a well-balanced experience for the students.

Art/Grade 8

(10 weeks)

The Art 8 course is offered for 10-week sessions to all grade eight students as a part of their exploratory arts schedule. The art program is designed to develop individual creative potential through exercises in perception, communication, analysis and evaluation of art products. A large variety of experiences in areas of drawing, painting, printmaking, sculpture, ceramics and jewelry-making are taught to familiarize the student with design principles, as well as cultural and historical influences on art.

Computer Literacy/Keyboarding 6

(10 weeks)

The two-pronged focus of Computer Literacy/Keyboarding is on the development of proper keyboarding techniques while learning Word, Excel and Power Point. Students will learn MS Word applications by creating simple flyers incorporating Clip and Word Art. MS Excel spreadsheets and the creation of a chart will be included as a means for students to report science experiments. An *animated* MS Power Point slide show will be created inserting digital photos. House Teams will coordinate with the instructor to develop integrated projects including Internet Research and typing papers with a table and a Works Cited Page. NYS English Language Arts (ELA) and Career Development & Occupational Studies (C-DOS) Standards are addressed in Computer Literacy.

ART
Supervisor:
Melanie Painter

**Computer
Literacy/
Keyboarding
Supervisor:**
Karen Olewnick

English
Supervisor:
Aosta Edelman

English/Grade 6

This course is designed to meet the New York State Learning Standards for English Language Arts in the areas of reading, writing, speaking, and listening, and to begin to prepare the students for success on the New York State English Language Arts Assessment for grade 8. A reading and writing approach to learning includes reading strategy work, genre study, library and research skills instruction, and critical thinking skills instruction. The writing program emphasizes the writing process for composition, and grammar instruction focuses on the major parts of speech, simple and compound sentences, punctuation and spelling. Emphasis is placed on the developmental reading skills of comprehension, vocabulary development, and fluency. Opportunities for enrichment are available in which students develop more effective reading and writing skills through the use of more challenging units of literature. These units expose students to problems-solving techniques and contemporary social and emotional problems faced by adolescents.

English/Grade 7

This course is designed to meet the New York State Learning Standards for the English Language Arts in the areas of reading, writing, speaking, and listening, while using a reading and writing workshop approach to learning. This course begins to focus on the development of writing skills with emphasis on both mechanics and creativity. Refinement of reading skills is emphasized through the teaching of specific reading strategies, and through critical analysis of literature, especially in the areas of plot, setting, theme, characterization and vocabulary development. Library and research skills, listening skills, and speaking skills are also an integral part of this program. Opportunities for enrichment are available in which students learn how to analyze problems, synthesize solutions, and communicate their ideas in clear and coherent speech and prose.

English/Grade 8

This course is designed to meet the New York State Learning Standards for the English Language Arts in the areas of reading, writing, speaking, and listening. This course is intended to prepare students for the administration of the New York State English Language Arts Assessment for Grade 8. In addition, students prepare to improve language and communication skills essential for personal development. In literature the goal is self-understanding, as well as an appreciation of literary techniques. In composition, emphasis is placed on expository writing and on developing varied sentence structures. Listening, speaking, thinking, and research skills are integrated by means of individual reports and group projects. Vocabulary, spelling, and mechanics are also stressed. Opportunities for enrichment are available in which students are exposed to more challenging pieces of literature, more advanced vocabulary, and more analytical discussions. Enriched writing lessons focus on compound/complex sentences, parallel structure, mechanics, and multi-

Family & Consumer Science/Grade 6 & 7

(20 weeks)

Family & Consumer Science (FACS), formerly Home & Career Skills, is designed to help adolescents live in a society of *constant* change. Students learn to maintain and improve their quality of life through preparation as family and community members, consumers, home-managers and wage earners. Units of study include (1) **Personal Development** (awareness of self and relationships with others); (2) **Personal and Family Resource Management** (consumer, financial, nutrition and sanitation management); (3) **Career Exploration** (career planning and entrepreneurship); and (4) **Character Education** (empathy skills, anger management, interpersonal problem solving and behavioral skills). Applications include problem solving and decision making in personal, home, and career settings. FACS integrates many NYS Standards including but not limited to English Language Arts (ELA), Math, Science & Technology (MST), Career Development & Occupational Studies (C-DOS), and Health, Physical Education and Family & Consumer Science.

Health/Grade 8

(20 weeks)

The Health 8 course, in combination with “Myself & Others” course, fulfills the one semester Health requirement for the Middle School. Unit topics include Decision Making, Developing as a Person, Commitment to Others, Child Sexual Abuse, Mental Health, Substance Abuse and Communicable Diseases, including sexually transmitted diseases and H.I.V.

Myself & Others/Grade 8

This course, in combination with the Grade 8 Health course, fulfills the one semester Health requirement for the Middle School. The course aims at developing effective communication and human relations skills in order to improve articulation between youth and adults, develop and maintain effective interpersonal relations with peers and adults and develop the ability to work in cooperative group settings. Students experience situations which involve how people get along with one another. Students develop skills which increase their ability to cope with different people in a variety of situations to constructively resolve problems and conflicts.

***Family &
Consumer
Science
Supervisor:
Karen
Olewnick***

***Health
Supervisor:
Fred Powers***

Mathematics

Supervisor:
Greg Sterling

Math 6, Math 7 and Math 8

In these courses, a number of basics apply to all levels. The first is that *problem solving be the basis for all instruction and activities infused into the four strands of mathematics* that we have defined (based on NCTM Standards and the NYS Core Curriculum):

- **Number, Numeration, Computation and Estimation**
- **Probability and Statistics**
- **Geometry**
- **Algebra, Patterns and Functions**

Students should develop a method of inquiry and application of the skills learned. **Problems should** arise from **life situations** and may require students to use available **technology, cooperative problem solving methods, and discussion**. Through problem solving, students **acquire the skills and strategies which can be applied to all curriculum areas**.

Course Standards for all three grades state that students will **recognize the value of math, demonstrate confidence, be a problem solver, communicate and reason mathematically**.

These Standards are implemented through the use of “The Connected Mathematics Program” in Grades 6 and 7. Concepts and skills are developed by means of integrated units. These units, and the concepts developed, are listed by grade level below. Units may also be supplemented by additional material as needed.

Math 6

“Prime Time” - Number Theory; primes, composites, factors and multiples. “Data About Us” - Data Investigation; formulating questions, gathering data, organizing and analyzing data, making decisions based on data. “Shapes and Designs” - Reasoning about Shapes and Shape Properties; angle measure. “Bits & Pieces, Part I” - Understanding Rational Numbers; fractions, decimals, and percents. “Covering & Surrounding” - Measurement; area and perimeter. “How Likely Is It?” - Probability.

Math 7

“Bits & Pieces, Part II” - Using Rational Numbers; computation. “Variables & Patterns” - Introducing Algebra; variables, tables, graphs, and symbols as representations. “Stretching & Shrinking” - Similarity and Congruence. “Comparing & Scaling” - Rate, Ratio, Proportion, Percent and Proportional Reasoning. “Accentuate the Negative” - Understanding and Using Integers. “What Do You Expect?” - Probability. “Data Around Us” - Number Sense.

Math 8

“Moving Straight Ahead” - Linear Relationships; expressed in words, tables, graphs and symbols. “Filing and Wrapping” - 3-D Measurement. “Thinking with Mathematical Models” - Introduction to Functions and Modeling. “Looking for Pythagoras” - Pythagorean Theorem; slope, area and irrational numbers. “Growing, Growing, Growing...” - Exponential Growth. “Say It With Symbols” - Equivalent Expressions and Solutions of Linear Equations. “Samples & Populations” - Gathering data from samples to make predictions about populations.

Math 6Z

(Prerequisite: teacher/principal recommendation and mastery of Math 6 topics in Grade 5)

Math 6Z is a course that integrates topics in Math 7 and Math 8. CMP Units described above are used, along with supplemental materials. Students completing this course will complete all key topics necessary to enroll either in Math 7X and Math 7Y in Grade 7, depending upon teacher recommendation and prior student performance.

Math 7X

(Prerequisite: Math 6Z and recommendation of math teacher. This course is equivalent to Math 8.)

This course uses CMP Units described below to deliver an enriched version of Math 8, described above. “Moving Straight Ahead” - Linear Relationships; expressed in words, tables, graphs and symbols. “Filling and Wrapping” - 3-D Measurement. “Thinking with Mathematical Models” - Introduction to Functions and Modeling. “Looking for Pythagoras” - Pythagorean Theorem, slope, area and irrational numbers. “Growing, Growing, Growing...” - Exponential Growth. “Say It With Symbols” - Equivalent expressions and solutions of linear equations. “Samples & Populations” - Gathering data from samples to make predictions about populations. Other optional topics may be included, time permitting.

Math 7Y

(Prerequisite: Math 6Z 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 Course, Math 9-1. For a description, see Math 8X below. It is the first year of preparation for the required Math A exam which is taken in January of the second year of study (Math 8Y for these students). High School credit is awarded.

Math 8X

(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, Math 9-1. Units covered include Operations (with numbers and algebraic expressions), First Degree Linear Equations and Inequalities (with problem solving applications), Analytic Geometry, Probability, Ratio and Proportion, Real Numbers (including radicals and their applications), Trigonometry, Factoring and Quadratic Equations (including graphical solutions), and Fractions (expression operations and equations). It is the first year of preparation for the required Math A exam which is taken in January of the second year of study (Math 10-1Y for these students). High School credit is awarded.

Math 8Y

(Prerequisite: Math 7Y. This course is equivalent to the second year of high school math.)

This course is the equivalent of the enriched tenth grade Regents Course Math 10-1Y. Units covered include Transformations, Statistics, Plane Geometry (including angles, angle pairs, plane figure characteristics), Locus, Mathematical Systems, Logic, Constructions, Geometric Proof, Congruent Figures, Similarity, Quadrilaterals, and Proof in Other Areas (such as coordinate geometry, original theorems and converse theorems). Its first semester completes preparation for the required Math A exam which is taken in January, while the second semester begins preparation for higher math courses in the High School program. High School credit is awarded.

Music
Supervisor:
David Norman

In addition to general music requirements, students may elect to participate in Mixed Choir (one for Grade 6 and two for Grades 7/8), Orchestra (one for Grade 6 and one for Grades 7/8), or Band (one for each grade level). All musical organizations perform throughout the year in concerts and assemblies. Departmental participation expectations are defined by each group's instructor.

General Music/Grade 6
(10 weeks)

The sixth grade General Music curriculum is a 10-week course which emphasizes the development of theory, performance and creative musical knowledge and skills. The curriculum is drawn from the following subject areas: Instruments of the Orchestra; Creativity in Music; and Basic Elements of Music (melody, rhythm and harmony). Throughout the General Music sixth grade curriculum there is continuing development of skills in: ear training; recorder playing; and sight-singing.

String Orchestra/Grade 6

Sixth grade String Orchestra is a string ensemble designed to teach orchestral performing skills in preparation for enrollment in the Grade 7-8 Concert Orchestra. Two concerts are performed during the year. Each sixth grade string player receives one class instrumental lesson and attends two before-school rehearsals each week.

Band 6

The sixth grade Band is comprised of members of the incoming elementary Grade 5 instrumentalists. Band 6 candidates must have a least one year preparatory study or the equivalent before entering the Grade 6 Band program. Band members must own their own instruments with the exceptions of oboe, alto or bass clarinet, tenor or baritone saxophone, French horn, baritone horn, tuba and auxiliary percussions instruments. Band 6 students are required to attend one weekly class school lesson and two weekly before-school band rehearsals. In addition, Band 6 members are also obligated to perform in the annual evening Winter Concert, Spring Concert, and school assemblies. Finally, all Band 6 members are individually evaluated, and their progress is recorded in the school's grading report system.

General Music/Grade 7
(10 weeks)

The seventh grade General Music curriculum is a 10-week course which emphasizes the development of appreciation, historical knowledge, performance, creative musical knowledge and 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 which gives them the opportunity to compose original compositions. Music reading skills and ear-training are introduced and developed through singing and by learning to play the recorder.

Band 7

Band 7 members must have played previously in Band 6 or have equivalent instrumental music instruction. Band 7 rehearses twice a week before 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 bi-weekly. A minimum of twenty minutes daily practice is required of Band 7 students. Performances include the Winter Concert, Spring Concert, and school assemblies. Band 7 also participates in the New York State School Music Association Evaluation Festival held in May.

Concert Orchestra/Grades 7/8

Grades 7/8 Concert Orchestra is a full symphonic orchestra composed of all seventh and 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 Evaluation Festival. Each string student attends one class lesson and two rehearsals each week.

General Music/Grade 8

(10 weeks)

The eighth grade General Music curriculum is a 10-week course which emphasizes the development of appreciation, historical knowledge, performance and creative musical knowledge and 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 needed to compose original compositions. Music reading and ear training continue to develop through singing and playing the recorder. Greater emphasis is placed upon ensemble playing.

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 lessons is mandatory for membership in Band 8. Instrumental music students who study privately are expected to attend the class lesson bi-weekly. All Band 8 members are required to practice a minimum of twenty minutes daily. Band 8 performs at the Winter, Spring, and "Pops" concerts and participates in the New York State Music Association Evaluation Festival.

Chorus 7 and Chorus 8

Chorus 7 and Chorus 8 are open to all students in the respective grades. Each group rehearses as follows: Chorus 8 - Mondays & Tuesdays (7:30-8:05 a.m.); Chorus 7 - Wednesdays (7:30-8:05 a.m.) and Thursdays (2:50-3:34 p.m.). Students are expected to attend all rehearsals for their group. Students are evaluated each quarter as to their progress in the areas of musicianship, vocal technique, repertoire preparation, and successful completion of all scheduled weekly and sectional rehearsals and concerts. Music reading skills are developed through the use of Kodaly and solfege systems. Performances include the Winter Concert, Spring Concert, "Pops" Concert, and school assemblies. Chorus 7/8 participates in the New York State School Music Association Choral Evaluation Festival. Select students also participate in the NYSSMA Solo/Ensemble Festival.

Sixth Grade Chorus

Sixth Grade Chorus students are expected to attend all after school rehearsals (2 per week) unless sickness or family emergency prevents attendance. Again, each student will be evaluated periodically in terms of musicianship and successful completion of all rehearsals and performances. The performances include both the Winter and Spring Concerts as well as concerts arranged for assemblies and school field trips.

Middle School Musical

The cast of the Middle School Musical is comprised of select Grade 6 Chorus and Concert Chorale 7/8 students. 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. The Middle School Musical generally consists of a full-staged production of a Broadway-style musical comedy. All students in every grade are welcome to work backstage. Parent involvement and support is essential.

Middle School Stage Band

The Middle School Stage Band is an instrumental jazz ensemble. Here, our young musicians are exposed to the various forms of jazz, ranging from traditional arrangements to the present day jazz idioms. The Middle School Stage Band membership is largely comprised of musicians from the 7/8 instrumental groups. One weekly after school rehearsal is required and the Stage Band performs at the Winter, Spring and "Pops" concerts.

Piping Rock

Concert Chorale 7/8 members are encouraged to audition for the select chorus Piping Rock. Auditions are held in September. Rehearsals are scheduled after school, once a week. A one-year commitment is required. Piping Rock performs at the Winter, Spring, and "Pops" concerts, as well as for various community events during the year. Piping Rock also participates in the NYSMMA Choral Evaluation Festival.

The Physical Education program aims at developing skills, knowledge and attitudes through physical activity. Physical fitness activities are incorporated in the daily class. Seasonal team and individual activities include New Games, Soccer, Flag Football, Cross Country, Tennis, Field Hockey, Speedball, Basketball, Volleyball, Wrestling, Swimming, Weight Training, Dance, Gymnastics, Track and Field, Softball, Archery, Bicycle Safety and Project Adventure. Students unable to participate in the regular program for medical reasons are assigned to an adaptive program. Grade 6 students participate in physical education each day. Grade 7 and 8 students participate every other day.

***Physical
Education
Supervisor:
Fred Powers***

Science/Grade 6

The Science 6 program is designed to help each student meet or exceed the NYS content and performance standards. Our focus on scientific inquiry will enhance each student's ability to pose questions, seek answers, and develop solutions. Earth Science is the curricular content area. Through their study of geology, students explore the nature of Earth's crust and the processes that continuously change it. They investigate the interactions between 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 increasing understanding of scientific concepts and principles.

In addition, we have targeted skills growth and development in laboratory safety, measurement, observation, recording of qualitative and quantitative data, charting, graphing, data analysis, classification, and use of a compass. Our program seeks to incorporate the best research-based learning strategies (for example, concept mapping and constructing meaning from experience) and the latest scientific discoveries in order to improve our students' achievement in science.

Science/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, 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.

Science/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. All 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.

***Science
Supervisor:
Bruce Tulloch***

***Second
Language
Supervisor:
Denise Stark***

French/Grade 6

Grade 6 French classes meet daily for forty-three minutes for a year of introduction to the language. Greatest emphasis is given to oral and listening skills, although basic writing (including spelling) and reading of what has first been learned orally is also taught. Cultural hands-on activities are also completed throughout the year. Included in this introductory year is information from the first units of the seventh grade text.

French/Grades 7 & 8

(Note: These two years of study equal French 1 at BCHS.)

The objectives of Second Language are to learn to understand, read, write and speak the language with an authentic accent. Vocabulary and grammatical structures are presented orally in dialogues and mastered through oral and written exercises. Elements of the geography, history and culture of the French-speaking people are included. In Grade 8 a sequential development of basic skills is accomplished through a modified audio lingual approach. In order to graduate from high school, students must earn a high school credit. This can be accomplished by passing a NYS Second Language Proficiency Examination. This exam is given as the final examination in 8th grade.

Spanish/Grade 6

Grade 6 Spanish classes meet daily for forty-three minutes for a year of introduction to the language. Greatest emphasis is given to oral and listening skills, although basic writing (including spelling) and reading of what has first been learned orally is also taught. Included in this introductory year is the information presented in the first units of the seventh grade text.

Spanish/Grades 7 & 8

(Note: These two years of study equal Spanish 1 at BCHS.)

The objectives of Second Language are to learn to understand, read, write and speak the language with an authentic accent. Vocabulary and grammatical structures are presented orally in dialogues and mastered through oral and written exercises. Elements of the geography, history and culture of Spanish-speaking peoples are included. In Grade 8 a sequential development of basic skills is accomplished through a modified audio lingual approach. In order to graduate from high school, students must earn a high school credit. This can be accomplished by passing a NYS Second Language Proficiency Examination. This exam is given as the final examination in 8th grade.

Social Studies/Grade 6

The course of study will emphasize the entire Eastern Hemisphere, including Africa, Asia, Eastern and Western Europe, and the Middle East. There will be a social science perspective to the course which will emphasize the interaction of geography and economics while drawing relationships about social, cultural, political and historic aspects of life in the Eastern Hemisphere.

Every effort will be made to challenge every child to the best of their ability with a variety of readings and activities which will emphasize higher-level thinking skills and individual research projects. There will be a departmental evaluation at the end of Grade 6.

***Social Studies
Supervisor:
John Piechnik***

Social Studies/Grade 7

Grade 7 is the first of a two-year chronological American History program entitled “United States and New York State History”. The course deals with a historical, political, economic, social and cultural study of our heritage beginning with pre-Columbian civilizations up to and including Westward Expansion. Canada and Latin America, as they relate to our history, are included in this survey, as well as American social history. Grade 7 also includes a study of local, state, and national government, with emphasis on the workings of the U.S. Constitution.

Teachers in Grade 7 will account for individual differences among students with a wide variety of materials and activities that might include the use of original source material, research projects, and higher-level thinking skills. There will be a departmental evaluation at the end of Grade 7.

Social Studies/Grade 8

Grade 8 is the second of a two-year American History program which also includes Canada and Latin America, where appropriate. New York State is used as a focus area when dealing with the economic, political, social, historical or cultural development of our nation from the 1850’s to the present. Connections are made between the course of study in Grades 7 and 8 through the use of 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 will be offered a variety of texts, reading materials, and projects which will develop higher-level thinking skills as well as research skills. Original source materials are used, and there is a concerted effort to have students 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. At the end of Grade 8, students are required to take a comprehensive (two-year) State Examination to identify student progress regarding the New York State Learning Standards.

Technology/Grades 7 & 8

Young people are living in a society of constant change, highly influenced by *technology—the interaction of humans with machines*. Our information age demands a more highly educated workforce, able to understand and adapt to emerging technologies. Technology class offers students hands-on classroom activities and projects that encompass the entire *design through production cycle*. Safety and personal accountability are emphasized through creative thinking, problem solving, decision-making, and group participation.

In addition to Math, Science and Technology Standards, Technology class integrates English Language Arts and Career Development & Occupational Studies, thereby making connections to personal, home and career settings.

***Technology
Supervisor:
Karen
Olewnick***



The Bethlehem Central Middle School experience for many students will likely be the point at which directions and attitudes for all future learning take shape. Our goal, reflected in the following mission statement, is to ensure each student success in his/her future endeavors:

Bethlehem Central Middle School
MISSION STATEMENT

The mission of the Bethlehem Central Middle School staff is to provide all students with challenging opportunities that encourage intellectual development, creative talents, and personal growth in an atmosphere that promotes positive self-esteem and sound educational values.

Our students will increase their skills to think critically, make wise choices, and act with self-discipline and mutual respect.

They will assume responsibility as productive citizens with a positive vision for the future.