

# *Program of Studies*

2023- 2024



## Rye Middle School

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# RYE MIDDLE SCHOOL MISSION STATEMENT

Middle school is a time for building habits of mind. It is when there is great intellectual, emotional and physical growth.

*The Rye Middle School:*

- *acknowledges the importance of assisting students in their transition from childhood to adulthood;*
- *assists the students' transition from the self-contained classrooms of elementary schools to the departmentalized structure of the high school;*
- *equips students with the necessary academic skills and personal/social attitudes to succeed in the middle level grades, high school, and beyond;*
- *stresses the development of the whole child, including self-esteem and a sense of personal identity; and*
- *affirms the importance of school and home communication and cooperation.*

*The Mission Statement of the Rye Middle School is adapted from the  
"Policy Statement on Middle Level Education"  
prepared by the New York State Board of Regents.*

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## INTERSCHOLASTIC ATHLETIC MISSION STATEMENT

Middle school athletics, an educational, developmental program, has a purpose all its own. Middle school students need to explore their athletic interests and strengthen their abilities in interscholastic athletics. The goals of the interscholastic sports program are to provide as many participants as possible with the experience of belonging to a competitive sports team and to develop the athletic abilities of the participants to their highest potential. Club sports provide students within the experience of team play and instruction in specific sports.

# INTRODUCTION

## *Rye Middle School is a Blue Ribbon School of Excellence*

Educators of Rye Middle School strive to help students learn by developing their intellectual, creative, and physical potentials. Our program is responsive to the needs, interests, and abilities of the young adolescent. It emphasizes the mastery of skills and understanding in reading, writing, mathematics, science, and study skills, and attends to higher cognitive processes including problem solving, analyzing and evaluating data, and drawing conclusions.

The instructional program seeks to have all students experience academic success based on appropriate teacher expectations coupled with high pupil performance. The program provides a variety of learning experiences, and students are encouraged to develop a sense of self-worth and pride within their abilities and interests. Teachers in the middle school seek to motivate their students to view learning as both enjoyable, meaningful and rigorous. The process of learning is valued and nurtured during these three important school years.

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Rye Middle School is organized around core academic interdisciplinary teams. Language arts, math, science, and social studies are the core academic subjects. A team of teachers shares the same group of students and the same schedule, including a common planning time.

The teachers on each team meet in planning sessions throughout the school year. Students are assigned to core academic programs in heterogeneous groups. Teachers coordinate learning activities, including the assignment of major projects, and the administration of unit tests. Teachers also help students understand the connections that the various disciplines have.

The teaching teams also provide a major guidance function to complement the work of the counselors assigned to the middle school. This guidance function includes meeting to discuss individual children, conducting conferences with specialists, and, of course, meeting with parents. The low pupil-to-teacher ratio and the team organization promote a sense of caring, good communication, and a coordinated team approach in the education of each student.

The middle school schedule enables each team to use blocks of time for instruction and special projects. Teachers on the team plan learning activities, field trips, and special programs which benefit from the blocks of time.

Students are assigned to most core academic programs in heterogeneous groups. This philosophy is consistent with the *Carnegie Report* which recommends the elimination of tracking as much as possible as it is "potentially harmful to virtually all young people...particularly to those in lower tracks." The Policy Statement on Middle Level Education, adopted by the Board of Regents of the State Education Department, has also called for "grouping strategies that maintain heterogeneous classes, but group for specific purposes and for brief periods." Differentiation of instruction provides challenge without frustration.



## **Sixth Grade**

Sixth graders take core and encore classes. English language arts, social studies, math, and science meet daily. Encore classes include daily world language, words matter, habits of mind, music, engineering (meet on alternate days) and physical education.

### **Core**

English Language Arts  
Social Studies  
Math  
Science

### **Encore**

World Language  
Reading  
Music (EOD)  
Engineering (EOD)

Physical Education  
Habits of Mind (Semester)  
Words Matter (Semester)

## **Seventh Grade**

### **Core**

English Language Arts  
Social Studies  
Math  
Science

### **Encore**

World Language  
Music (Ensemble Optional)  
Engineering (Full Year)

Physical Education  
Elective - Music Lab (Semester)  
Art (Semester)

## **Eighth Grade**

### **Core**

English Language Arts  
Social Studies  
Math 8 / Algebra 1  
Physical Science/Earth Science

### **Encore**

World Language  
Art  
Music  
Engineering (Semester)

Physical Education  
Health (Semester)  
Elective – RMS Alive, Speech &  
Debate, Media Savvy,  
Canvas & Timber



# ENGLISH LANGUAGE ARTS

English language arts skills are central to the interdisciplinary approach at Rye Middle School. Our rigorous curriculum is aligned with the New York State Next Generation Learning Standards. English classes include instruction and extensive practice in the following areas: reading, writing, speaking, listening, critical thinking and using technology as a communication tool.

## **Core Literature**

Core literature refers to the required selections read by all students at a given grade level. For each middle school grade, students will read specific novels or plays, short stories, and nonfiction titles, thus providing consistency among all students at that level. Incorporating shared texts in our reading curriculum enables teachers to refer to common works the students have read. Core literature at each grade level may include, but is not limited to, the following titles and units. Students will also have access to a wide variety of reading material across themes.

### **Grade 6**

- |  |  |
|--|--|
| — <i>Selections from Greek Mythology</i> | — <i>Just Like Jackie</i>                  |
| — <i>The Outsiders</i>                   | — <i>Nonfiction Unit</i>                   |
| — <i>Where the Red Fern Grows</i>        | — <i>Contemporary Book Club Selections</i> |
| — <i>Wolf Hollow</i>                     | — <i>Poetry and Short Stories</i>          |

### **Grade 7**

- |  |   |
|--|---|
| — <i>Poetry and Short Stories</i>  | — <i>Drama Unit</i>   |
| — <i>Historical Fiction Unit:</i><br><i>My Brother Sam is Dead, Fever 1793,</i><br><i>Sophia's War, Chains</i> | — <i>Realistic Fiction Unit: The Stars Beneath</i><br><i>Our Feet</i> |

### **Grade 8**

- |  |  |
|--|--|
| — <i>Dystopian Unit</i>                    | — <i>Mystery Unit</i>                  |
| — <i>Poetry and Selected Short Stories</i> | — <i>Investigative Nonfiction Unit</i> |
| — <i>WWII Multigenre Humanities Unit</i>   | — <i>Graphic Novels</i>                |

## **Outside Reading**

In addition to literature read by all students in class and guided by large group and small group discussion, students also participate in independent reading experiences outside class. Students often select their outside reading assignments from lists based on their reading level or on a thematic unit; at times, students are allowed to select literature or nonfiction titles based on personal choice. Outside reading selections, which are given to students throughout the academic year, provide students more freedom in the pace and approach taken with each piece of literature.

## **Summer Reading**

To celebrate the power of literature and to create a stronger middle school community, the Rye Middle School Summer Reading Program requires all students to read **two** books over the summer vacation. Students are allowed to select any piece of literature, either fiction or nonfiction, as long as they have not previously read the book, and it is appropriate for school in terms of subject matter, length, and complexity.

Teachers will provide students with a list of suggested titles by the end of the school year. The goal of the Rye Middle School Summer Reading Program is to provide both students and teachers an opportunity to discuss great books and to create an atmosphere that will foster lifelong reading. Students will share knowledge about their summer reading selections when they return to school in September.

## **Writing**

The writing process is an integral component of our language arts program. Through whole class and small group instruction, students are taught how to plan, draft, rewrite, revise, edit, and proofread their writing. While our emphasis is on structured assignments, students have many opportunities for individual creativity. The teacher's evaluation of a student's writing is communicated through written and verbal comments, writing conferences, and writing rubrics.

At Rye Middle School, writing across the curriculum is fostered and encouraged, and language arts teachers have a vital role in supporting and advising students about their writing in other disciplines. Students are expected to master the writing expectations set forth at each grade level, and they are encouraged and challenged to develop their writing skills to their full potential. We use graphic organizers to instruct our students in myriad topics of writing.

Rye Middle School students are instructed in various kinds of writing that include, but are not limited to, narrative pieces, expository pieces, persuasive essays, responses to literature, poetry, newspaper articles, short stories, creative writing assignments, friendly letters, business letters, on-demand writing assignments, literary essays, and research papers.

To broaden and enrich their vocabulary, students are directly instructed and encouraged to use dictionaries and thesauruses. They will explore word choice with teachers and peers, and through their literature selections, they will examine vocabulary used by other writers.

In addition, expressive vocabulary and grammar are also important components of our language arts program. Students learn the different parts of speech and the various parts of a sentence, which they will practice and master through a wide variety of writing activities.

## **Grade 6 Reading Workshop Words Matter Course Description**

Words Matter is a reading class that will prepare students to meet the challenging literacy requirements of the 21st century through the ongoing development and reinforcement of comprehension strategies that promote independent reading and learning. The curriculum is based on the Grade 6 Next Generation ELA Standards and will focus on improving reading efficiency through students' increased understanding of how to construct meaning from narrative, expository, and digital literature. The opportunities for self-selection of reading material will further promote independent reading, as students choose literature that will challenge them and be at a high interest level. The ultimate goal of Words Matter is to increase reading stamina, increase daily reading volume, and to read for the joy of reading.

## **Grade 6 Skills Course Habits of Mind Course Description**

The overarching goal of Habits of Mind is to introduce students to academic and emotional tools they can make use of towards achieving individual success. Students will be introduced to, and practice, various academic skills. These include typing, Google applications, research, collaboration, and other various soft skills. Embedded throughout the curriculum is (Our Dialectical Behavioral Therapy program.) For this portion of the class, students will learn to enhance their emotional problem solving through mindfulness and other strategies they will add to their toolbox to best regulate their reactions to the world around them. Our current school structures make this section a vital piece to best support our students. At the conclusion of this course, students will possess a plethora of knowledge and attributes that can contribute to their success for years to come.



# ENGLISH LANGUAGE LEARNING PROGRAM

The English Language Learning Program is offered in grades 6-8 to non-native speakers of English. ELL Beginner through ELL Intermediate/Advanced are the courses offered to the students in this program. The program provides students with English language instruction under the requirements of the NYS Common Core Learning Standards to enable students to be prepared for college and career readiness. As per required by New York State, the New York State Identification Test for English Language Learners (NYSITELL) will be used to determine all non-native English speaking students' level of English proficiency and their placement in ELL classes or mainstream English and Social Studies classes. Annual yearly progress is measured each year on the NYSESLAT. Students' future placement is determined by the NYSESLAT. Support is offered to students transferring out of the ELL program.



# ***SOCIAL STUDIES***

## **Purpose of Social Studies**

Social Studies is the integrated study of the social sciences and humanities intended to promote civic competence. Our Social Studies program works towards developing thoughtful and informed citizens that are able to successfully navigate a globalized and interdependent world. Our department also focuses on developing a citizenry that understands the processes and ideals outlined by our Constitution and how to effectively participate within a democratic society .

Social Studies is one component of each Rye Middle School core academic team. Amongst the analytical and comprehension skills that are woven throughout the curricula, students will also be exposed to a variety of primary and secondary sources. Using the district library databases, students will learn media literacy skills such as evaluating bias, determining the reliability of a source, and drafting responses that are grounded in evidence and research. Opportunities for cross-curricular assignments and projects will be available throughout each year to allow students to develop a deeper appreciation for material.

The Social Studies department offers students the opportunity to showcase their skills and understanding of the material through a variety of authentic learning experiences. By allowing students to think critically and creatively, students are able to develop 21st century competencies that will allow them to be successful in high school and beyond.

## **Social Studies 6**

The sixth grade program focuses on the geography and history of the Eastern Hemisphere, covering the time span from prehistory into the 1300s. An emphasis is placed on how geographic conditions can influence political, economic, and socio-cultural institutions. A thematic approach is used to analyze the development of cultures, civilizations, and empires; the interdependence between early societies; and an exploration of different cultures and belief systems. Basic research and evidence based responses are introduced throughout the year to allow for development of critical thinking and inquiry skills.

## **Social Studies 7**

The seventh grade program follows the NY State Social Studies Frameworks. The coursework aims to greatly strengthen students' content knowledge of pivotal people, places and events connected to U.S. history. Emphasis is placed on practicing close content specific non-fiction reading, research skills utilizing primary and secondary sources via the internet and district databases, and making meaningful connections between events throughout history as well as to today. Topics covered include, but are not limited to, Native American Societies Prior to 1492, Conquest and Colonization of the Western Hemisphere, the American Revolution, U.S. Constitution Period, Early Growth and Expansion of the U.S., and the Causes and Events of the American Civil War.

## **Social Studies 8**

The eighth grade program is a continuation of the seventh grade curriculum and builds upon the cognitive skills students use to analyze and critique American history. The course covers the time period from 1865 to present day. Topics that are explored throughout the year are Reconstruction, the Gilded Age and Progressive Era, the Rise of the United States as a World Power, the Interwar Period, World War II, and the post-war period up to the present day. There is an increased emphasis on the critical analysis of primary and secondary sources and nonfiction reading and writing. In addition, there will be a focus on using the Rye City School library databases in order to improve developing research skills. The course culminates in a thematic podcast final project that allows students to highlight and connect enduring issues and ideas that are seen throughout the middle school Social Studies curriculum and present day.

# SCIENCE

The Rye Middle School science curriculum is a hands-on, developmental approach to building scientific literacy. Students acquire skills that allow them to think critically. They learn to develop experiments, identify and manipulate variables, make careful observations, record data accurately, and predict results. The middle school science program builds on a student's elementary school experience with a continuing focus on problem solving, as outlined in the New York State Science Learning Standards, (NYSSLs).

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The learning environment is enhanced by regular integration of technology. Computer assisted instructional programs, student designed research presentations, graphing exercises using spreadsheet software, multimedia demonstrations, and simulations enrich the learning environment and add depth to the students' understanding of the world around them. Crosscutting Concepts (CCCs) such as "cause and effect," "structure and function," and "patterns" overlap various science topics. Students are also engaged in developing Science and Engineering practices (SEPs) such as "using models" and "constructing explanations."

## **Science 6**

Sixth grade science is a general science course that is an overview of chemistry and physical science. The course has been designed to prepare students for future science classes. The students experience a hands-on laboratory approach that has been constructed using the New York State Science Learning Standards.

Our initial unit covers lab safety, equipment, and the scientific method. During the measurement unit, students will learn how to accurately determine length, volume, mass, and density. They will also build a strong understanding of what factors affect density and how it might be used in later science courses. Our study of matter in chemistry includes atomic structure, elements and the periodic table, compounds, and chemical changes. In the unit on physics, students will focus on understanding forces, energy, mechanics, and waves. Throughout the year, students will become increasingly aware of our limited resources and understand the need for conservation by the Earth's inhabitants.

*\*The textbooks referenced in this course are the Prentice Hall: Science Explorer Series.*

## **Science 7**

The seventh grade science course uses the perspective of sustainability to explore the living Earth as a dynamic system. Sustainability is an essential concept of maintaining our own existence without compromising the ability of future generations to maintain their existence. This theme is central to each unit of study throughout the year.

The sequence of study begins with defining the characteristics of living things and investigating their structure and function. The curriculum follows the NYS Science Learning standards, using hands-on lab activities and an outcome-based approach that allows students to use disciplinary core ideas to accomplish higher-order critical thinking tasks. Teachers differentiate lessons and allow students to have a voice in class. Exploring natural phenomena with a problem-solving approach encourages students to identify patterns, make connections to the world around them, and critically analyze the information to which they are exposed.

*\*The textbook used in this course is Life iScience, McGraw-Hill Publishing.*

### **Science 8**

This course focuses on the Earth's properties, cycles, and interactions between the physical and chemical environment. Topics include an overview of astronomy, geology, and meteorology, with a review of chemistry, physics, and biology.

Concepts are reinforced through laboratory activities. Emphasis is placed on data collection, organization, and presentation as well as mathematical evaluation through graphing, solving equations, and calculating percent error. Students are challenged to apply these concepts and lab skills in culminating problem solving activities.

Hypothesizing, interpreting, and applying scientific knowledge and skills to real-world situations are also stressed. This course culminates in the NYS Science Exam for Grade 8.

The four required middle school labs will be completed in preparation for the state exam in June.

### **Regents Earth Science (Eighth Grade Accelerated Science)**

Earth science is the study of our planet and its place in the universe. This course is divided into nine units of study: Earth dimensions, minerals and rocks, the dynamic crust, surface processes and landscapes, Earth's history, meteorology, water cycle and climate, the Earth in space, and environmental awareness. 1200 minutes of lab time is required in order to sit for the Regents Exam.

Students achieving success in Regents Earth Science often exhibit the following:

- Initiative as a self-starter
- Strong math and literacy skills
- Independence by being timely & proactive with all work
- Involvement in the learning process by doing homework, asking relevant questions, and seeking help when necessary.
- Ability to submit high quality daily work that is organized, clear, concise, and which goes beyond the basic requirements.
- A history of success in other middle school science courses.

All enrolled students will take the New York State Earth Science Regents examination in June. The Regents exam consists of a performance test (lab practical) and a written exam.

Earth Science students will be given their own copy of the Regents review book, *Reviewing Earth Science – The Physical Setting*, by T. McGuire.

### **Information Regarding Eighth Grade Science Selection**

Students and parents should keep in mind that this will be the last year that this current version of the Regents Earth Science course will be offered. Students can select between Science 8 and Regents Earth Science, but ***students taking Science 8 in the 2023-2024 school year may be better prepared for high school classes because it is aligned with the NYS Science Learning Standards.***

# MATHEMATICS

An emphasis on problem-solving skills, mathematical understandings, conceptual and computational competency and algebraic thinking begun in the Rye elementary math classes is continued at Rye Middle School. The middle school math program is designed to ensure mastery of a student's basic arithmetic skills, to develop algebraic and geometric concepts, and to develop probability and statistics skills.

## **Sixth Grade**

### **Math 6**

The objective of the 6<sup>th</sup> grade mathematics curriculum is to help all students develop their abilities to reason logically, communicate mathematical ideas effectively, understand the connections among the different areas of mathematics, and understand the connections of mathematics to other content areas. This curriculum includes ideas and strategies from Math in Focus, as well as teacher-designed lessons, to promote problem solving and incorporate project-based learning. Some of the topics that are covered in 6<sup>th</sup> grade include: fractions, decimals, percents, number theory, integers, geometry, solving algebraic equations, and probability and statistics.

*All 6<sup>th</sup> grade students take the NYS 6<sup>th</sup> Grade Mathematics Assessment in the spring, as well as a RMS final exam in June.*

## **Seventh Grade**

### **Math 7: Pre-Algebra**

The objective of the 7<sup>th</sup> grade mathematics curriculum is to further develop the mathematical thinking of the middle school child. This course is based on the NYS 7<sup>th</sup> grade learning standards integrated with the 8<sup>th</sup> grade learning standards. Seventh grade students are provided with multiple opportunities to demonstrate their understanding of mathematical concepts. Students should be making connections and applying the mathematical ideas presented in class to the math in the world around them. The instructional delivery varies from a traditional approach to a more progressive approach. Some of the topics that are covered include solving and graphing algebraic equations and inequalities, variable expressions, 3-dimensional geometry, graphing in the coordinate plane and probability and statistics.

*All 7<sup>th</sup> grade students take the NYS 7<sup>th</sup> Grade Mathematics Assessment in the spring, as well as a RMS final exam in June.*

## **Eighth Grade**

### **Math 8**

Math 8 is a year-long course that will cover the NYS Grade 8 Mathematics Standards. It is a grade-level course that will give students a foundation for exploring and understanding algebra and geometry, while giving them the opportunity to reinforce skills covered in previous math courses. Students will move from concrete, computational mathematics of the earlier grades to more abstract, higher-level pre-algebra and algebra concepts. Topics include the number system, algebraic expressions and equations, geometry, statistics, probability and functions.

*All 8<sup>th</sup> grade students take the NYS 8<sup>th</sup> Grade Mathematics Assessment in the spring, as well as a RMS final exam.*



## **Eighth Grade**

### **Algebra 1 (Accelerated Course)**

The objective of the 8<sup>th</sup> grade Algebra mathematics curriculum is to provide students with the math skills necessary for success in life as well as the skills needed in order to be successful at the high school level. The organized sequence of objectives is designed to broaden logical reasoning, abstract thinking and conceptual generalizations. Some of the topics covered in 8<sup>th</sup> grade include, analytical geometry and measurement, linear equations and inequalities, absolute value equations and inequalities, relations and functions, systems of linear equations and inequalities, radicals, exponents, descriptive statistics, polynomials, and factoring. Students will use the TI- 84 graphing calculator to expand and reinforce mathematical concepts and understandings.

*All 8<sup>th</sup> grade students are required to take the NYS 8<sup>th</sup> Grade Mathematics Assessment in the spring, as well as a RMS final exam in June. Furthermore, this course is included as part of the student's official high school transcript.*





# ***WORLD LANGUAGES***

Middle school is an ideal time for students to study a language other than English. By learning how another culture expresses itself through its language, students gain a greater understanding of, and respect for, cultural diversity. As the world becomes more and more global, the need for cross-cultural understanding and for people who have skills in more than one language continues to grow. New York State requires study of a second language at the middle level. Students at Rye Middle School have a choice between five languages and all classes meet daily. Students who elect American sign language, French, Mandarin or Spanish will learn to communicate in the target language as well as cross cultural understanding, while those who elect Latin will gain an understanding of our heritage from ancient Rome and an increased awareness of English vocabulary and structure. **The grades earned in seventh and eighth grade language classes will be reflected on the high school transcript.**

## **World Language Course Sequence**



	<b><u>ASL</u></b>	<b><u>French</u></b>	<b><u>Latin</u></b>	<b><u>Mandarin</u></b>	<b><u>Spanish</u></b>		<b><u>ASL</u></b>	<b><u>French</u></b>	<b><u>Spanish</u></b>
<b><u>6th</u></b>	Year 1	Year 1	Year 1	Year 1	Year 1	<b><u>6th</u></b>	N/A	N/A	N/A
<b><u>7th</u></b>	Year 2	Year 2	Year 2	Year 2	Year 2	<b><u>7th</u></b>	N/A	N/A	N/A
<b><u>8th</u></b>	Year 3	Year 3	Year 3	Year 3	Year 3	<b><u>8th</u></b>	N/A	N/A	N/A
<b><u>9th</u></b>	Year 4	Year 4	Year 4	Year 4	Year 4	<b><u>9th</u></b>	Year 1	Year 1	Year 1
<b><u>10th</u></b>	Year 5	Year 5/H	Year 5/H	Year 5/H	Year 5/H	<b><u>10th</u></b>	Year 2	Year 2	Year 2
<b><u>11th</u></b>		Year 6/H	Year 6/H	Year 6/H	Year 6/H	<b><u>11th</u></b>	Year 3	Year 3	Year 3
<b><u>12th</u></b>		Year 7/H/AP	Year 7/H/AP	Year 7/H/AP	Year 7/H/AP	<b><u>12th</u></b>	Year 4	Year 4	Year 4

This chart represents the World Language sequence for the majority of students who begin in Rye Middle School.

### **American Sign Language Year 1**

This course will offer an introduction to the language of sign. The students will learn basic conversation based on themes. Students will interact with one another in the target language. Culture will also be taught and will include films, video clips, music, storytelling, and history of the Deaf. Expressive and receptive language skills will be practiced on a daily basis. Students will engage in hands-on, kinesthetic activities to help them retain the language.

### **French Year 1**

This course is designed as a student's initial exposure to the French language. The approach uses the target language to build vocabulary and correct pronunciation. Students will learn vocabulary and grammatical structures to be able to speak, understand, read, and write in order to communicate effectively in French. Students are also introduced to the various cultures of the French-speaking world. Specifically, this course will explore the products, practices, and perspectives of the target culture. Students will be able to use the French language for communication and develop cross-cultural understanding.

### **Latin 6**

A student's initial exposure to Latin occurs in Latin 6. The skills of listening and speaking are stressed in the first quarter. Reading and writing skills are introduced in the second quarter. Towards the end of the second quarter, students receive textbooks which provide a variety of activities to develop proficiency in reading Latin, with the skills of writing, listening, and speaking used to assist the development of reading skill. Basic structural concepts of nouns and verbs are taught. Through readings in Latin and in English, students explore the culture and everyday life of the Romans. The historical relationship between Latin and the Romance Languages and English is discussed. An important aspect of the course consists of strengthening the student's English vocabulary through the systematic study of Latin derivatives. Texts used are *City* by David Macaulay, *Ecce Romani Book 1A* and the workbook *Ecce Romani Language Activity Book 1*.

### **Mandarin Year 1**

This course is designed to introduce students to the basics of Mandarin. The four major language skills of speaking, listening, writing, and reading will be emphasized. Students will learn the pinyin system of writing Chinese phonetically before moving on to Chinese characters. Initially, students will learn to write and read simplified Chinese characters while being exposed to characters. Basic Mandarin grammar will be taught including a variety of measure words used in the language. Books used will be *Discovering Chinese* textbook and the accompanying workbook.

### **Spanish Year 1**

The Spanish 6 program in the Rye Middle School is a transition course building on the existing 5-year F.L.E.S. (Foreign Language in the Elementary School) program in our elementary schools. It is an academic course designed specifically to move students into a world of proficiency through a foundation of vocabulary and mechanics. Students will be scaffolding, that is, building on existing units of study in order to merge prior knowledge with new structures and ever-increasing vocabulary. Teachers will continue the immersion experience by conducting classes in Spanish. The focus is on communication and includes the 3 modes: interpersonal, presentational and interpretive.

### **American Sign Language (ASL) Year 2**

This course will provide a foundation for the basic skills in production and comprehension of American Sign Language (ASL). Students will understand the difference between English and ASL grammar and how to apply the grammar to conversations. Throughout the course, students will develop an understanding of Deaf culture and the Deaf community. Everyday communication is the centerpiece of every lesson. Students will learn conversational strategies to help their ability to maintain a conversation. Facial expressions, grammar, vocabulary, hand position, speed and movement are the core aspects addressed in this course. The visual language of ASL provides another language for students to learn and succeed within a global society.

### **French Year 2**

This course is a continuation of French Year 1. Previously learned material will be reviewed and expanded upon. The course provides communicative activities to further develop proficiency in the four language skills: listening, speaking, reading, and writing. Students will demonstrate what they know through the three modes: interpretive, interpersonal and presentational.

### **Latin Year 2**

This course is a continuation of Latin Year 1. After reviewing material covered in Latin 6, students will further develop their ability to read Latin, as well as their understanding of the ways the ancient world has influenced our own culture. Continuing attention is paid to the influence of Latin upon English vocabulary. Students use *Ecce Romani Book 1* and the workbook *Ecce Romani Language Activity Book 1*.

### **Mandarin Year 2**

This course is a continuation of Mandarin Year 1. Previously learned material will be reviewed and expanded upon. The course provides communicative activities to further develop proficiency in four language skills: listening, speaking, reading, and writing. Emphasis is placed on structure, reading and writing. *Discovering Chinese* and the accompanying workbook are the texts used in this class.

### **Spanish Year 2**

This course builds on material learned in F.L.E.S. (Foreign Language in the Elementary School) and is a continuation of Spanish 1. Previously learned material will be reviewed and expanded upon. The course provides communicative activities to further develop proficiency in the four language skills: listening, speaking, reading, and writing. Students will demonstrate what they know through the three modes: interpretive, interpersonal and presentational.



### **American Sign Language (ASL) Year 3**

This course will provide a continuation of the basic skills in production and comprehension of American Sign Language (ASL). Students will enhance their conversational ability and further their knowledge of Deaf culture and the Deaf community. Everyday communication will continue to be the focus of every lesson. Interactive and communicative activities using ASL, facial expressions, grammar, vocabulary, hand position, speed and movement are the core aspects addressed in this course.

*All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.*

### **French Year 3**

This course is a continuation of the program in the seventh grade. Students will focus on the three modes of communication: interpretive, interpersonal and presentational. Students will also expand their vocabulary and supporting grammar to communicate in the target language through a cultural lens including the products, practices and perspectives of the target language.

*All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.*

### **Latin Year 3**

This course is a continuation of the program in the seventh grade. In addition to the basic text, supplementary Latin reading materials will be used. Students use *Ecce Romani Book 1*, the workbook *Ecce Romani Language Activity Book 1*, *Ecce Romani Book 2*, the workbook *Ecce Romani Language Activity Book 2* and the reader *The Romans Speak for Themselves*.

*All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.*

### **Mandarin Year 3**

This course is a continuation of the program in the seventh grade. Students will focus on the three modes of communication: interpretive, interpersonal and presentational. Students will also expand their vocabulary and supporting grammar to communicate in the target language through a cultural lens including the products, practices and perspectives of the target language. In addition to the basic text, supplementary materials will be used. Students use *Discovering Chinese* and the accompanying workbook.

*All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.*

### **Spanish Year 3**

This course focuses rigorously on communication and deeper acquisition of listening, speaking, reading, and writing skills in the target language. Specifically, students will focus on the three modes of communication: interpretive, interpersonal and presentational. Students will also expand their vocabulary and supporting grammar to communicate in the target language through a cultural lens including the products, practices and perspectives of the target language.

*All students enrolled in this course will take the Checkpoint B exam, the assessment for the second level of proficiency in NYS.*

# INSTRUCTIONAL TECHNOLOGY AT RYE MIDDLE SCHOOL

Rye Middle School prides itself on using a variety of instructional technology tools and applications to promote 21st century instruction and learning across all content areas and learning spaces. A grade 6-12 Instructional Technology Coach works regularly with both students and teachers to facilitate and implement a variety of classroom technology tools. Although the District's primary platform is Google Workspace, it is multi-platform friendly to allow students to develop 21st century skills on other platforms. The middle school is currently a 1-1 device school, meaning that all students receive a Chromebook at the start of sixth grade that they are able to utilize through the end of eighth grade. This prepares students to transition to a bring-your-own-device (BYOD) platform in high school. Currently, other mobile technology, consisting of laptops, Chromebooks, and iPads are available as well along with other specialized content software as appropriate. In addition, all classrooms are outfitted with SMART Boards or interactive televisions. The entire District is wireless and maintains a robust and secure network for both students and staff.

Please use the following link for FAQs regarding our 1-1 device program: [Link](#)







## ART

### Art 7

Art 7 develops enjoyment and a sense of purpose in working with materials. Projects in both two dimensional and three dimensional design, in drawing, painting, clay, sculpture, paper mache, construction and calligraphy are presented in both historical context and contemporary application. Attention is given to use of tools, responsibility for materials, and increased self-direction. Both the problem solving approach and the variety of materials available enable each student to find at least one solution which gives satisfaction.



# ELECTIVE PROGRAMS

## ART

### Art 8

Art 8 appeals to students interested in greater involvement in the visual arts. A variety of problems and techniques are presented, allowing for in-depth problem solving and individualized interpretation. Historical research and contemporary applications are presented, as well as a study in digital art and digital literacy. Increased attention is given to the development of ideas, the responsible use of more complex tools, and the development of personal technique in various media, experience and imagination. Students will gain knowledge in communication art, use of graphic materials, drawing, painting, clay sculpture, printmaking and construction.

## CANVAS & TIMBER

*Canvas & Timber* is an eighth grade elective course that investigates the artistic and architectural traditions across the globe from centuries prior to modern day. Students learn terms essential to the understanding and interpretation of works of art. Daily lessons introduce key artists and architects, their methodology and historical context. Weekly in-class gallery walks allow students to view and critique notable productions from around the world. Students will create reproductions and original works inspired by major architectural styles and examples. *Canvas & Timber* students can access the digital museums of the Louvre, Tate Britain, Islamic Arts Museum Malaysia, Smithsonian Cooper-Hewitt National Design Museum, or Chicago Athenaeum. Possible field trips could include students visiting The Metropolitan Museum of Art, Skyscraper Museum, Museum of Modern Art, or a walking tour of New York City including the Chrysler and Empire State Buildings. The class will culminate with students producing individual works of art, model buildings, or blueprints for a future structure.

## HEALTH

The one semester Health requirement is completed in 8th grade and provides students with relevant information for the early adolescent. The first unit of study in Body Image, Nutrition and Exercise emphasizes being comfortable with your body while understanding the short and long-term benefits of a healthy diet with proper movement. The Injury and Illness unit covers germs, concussions, athletic injuries, oral health, cancer, organ donation, and cardiovascular/respiratory illness. During the next unit, students are taught the skills of adult, child and infant CPR with an AED. The Mental Health unit is designed to help students understand and improve their sleep, stress, time management, self-esteem and communication. During the Drugs unit, students are taught the possible consequences of drug abuse and are encouraged to take healthy risks in life. During the Drugs unit, there will be a visit from the high school club, VASA, covering strategies to be drug-free in high school. The final unit called Human Sexuality is taught in a coed setting. Early in the unit, lessons include topics on the male/female anatomy, conception, pregnancy and childbirth. In addition, sexual harassment, sexual orientation, abstinence, contraception and sexually transmitted infections are discussed. During the Human Sexuality unit, the high school club, the Gay and Straight Alliance, speaks to 8th graders about sexual orientation.

# INTRODUCTION TO PUBLIC SPEAKING & DEBATE

*Introduction to Public Speaking and Debate* offers eighth grade students the opportunity to learn crucial elements of speech and debate structure. Students will learn and speak about opposing viewpoints on specific topics through research, informal discussions, speech presentations, and formal debates. Students will research and write two speeches and participate in two debates over the course of the semester.

## MEDIA SAVVY KIDS

*Media Savvy Kids* addresses visual literacy through the investigation of culture, film study, and movie creation. In our age of visual communication, students who are truly college-and career-ready, demonstrate skills of critical analysis, creative collaboration, and multimedia communication. Throughout this semester-long course, students learn about elements of image, sound, and story. Students will practice reading films closely the way we read text for school and develop a toolkit of vocabulary, concepts, and critical and creative thinking skills to support visual literacy. Students will engage in a series of hands-on projects that emphasize project-based learning and collaboration that culminates in the creation of their own short films.

## RMS A.L.I.V.E.

### **RMS A.L.I.V.E. (Always Looking into Vital Ecology)**

*RMS A.L.I.V.E.* students will investigate current sustainability efforts, objectively observe, hypothesize, and implement strategies to improve efficacy of sustainability to foster positive growth in the district and community. Students will evaluate our environmental impact using ecological footprint calculators and systems diagrams. Students will select and evaluate a chosen issue, process or product, research and hypothesize plausible and practical ecological and economical alternatives, and plan a strategy for implementing the proposed alternatives.

An organic garden (sponsored by the Food Service Department) will be planned, planted, maintained and harvested by students. The produce harvested will be shared with students and staff. The batch compost tumblers will be used for recycling the plant and food waste from the kitchen to produce high-quality compost. Both the garden and the compost will be monitored regularly to chart and study the biological, chemical, environmental and physical characteristics of plant germination, vegetation and fruit development. Summer harvests will go to local food banks. Let's save the Earth, starting in Rye!

# MUSIC

Rye Middle School's music program provides opportunities to develop self-expression and aesthetic awareness while preparing students for a lifetime of continued learning and appreciation. The curriculum facilitates students' involvement in music, offering students the opportunity to enrich their lives through participation in a variety of musical experiences.

## **Band, Orchestra, and Chorus 6**

The sixth grade band, orchestra and chorus are performing ensembles, which rehearse every other day throughout the school year. Students who have studied a band or string instrument in elementary school are strongly encouraged to continue to play that instrument in sixth grade. We welcome beginners to our program, please contact guidance for information. As a required part of the program, instrumental students receive a small group lesson each week on a rotating schedule during the school day

## **Band and Orchestra 7-8**

Band and Orchestra explore varied repertoire including popular songs from movies or Broadway in addition to standard repertoire while emphasizing continued mastery of technique and group dynamics. As a required part of the program, instrumental students receive a small group lesson each week on a rotating schedule during the school day. Band and orchestra students who wish to be part of the chorus as well may do so, upon consultation with their music teacher and guidance counselor.

## **Chorus 7-8**

Students experience the joy of choral performance in chorus while building their musical skills through daily classes and winter and spring concerts. Broadway, popular music, and various other styles are included in the repertoire. Chorus students who wish to be part of the band or orchestra as well may do so, upon consultation with their music teacher and guidance counselor.

## **Music Lab 7**

Keyboard experience is helpful but not necessary. This one-semester course meets every day, and is a non-performing alternative to our ensemble offerings. Students will explore the fundamental elements of music such as form, melody, bass, and chordal structure. Music Lab 7 is a basic introduction to the world of digital music.

## **Music Lab 8**

Music Lab 8 builds on the experiences of Music Lab 7 but is open to any eighth grade student. Music Lab 8 is a one-semester course that meets every day where students express their creativity through music composition and production. Students will utilize current recording and production technologies to study basic keyboard skills, improvisation, composition, multi-track sequencing, and recording. Open to all students; keyboard experience is helpful but not necessary.



# PHYSICAL EDUCATION

The Rye City Physical Education and Health Department seeks to nurture the physical, intellectual, and social-emotional development of every student.

Physical Education and health play an integral role in the broader educational program and development of all students. To facilitate health and wellness throughout a lifetime, the physical education and health program is committed to delivering a comprehensive, differentiated and sequential curriculum K-12.

The goal is that each student will be provided with the necessary knowledge, values, and skills to maintain personal health and fitness for life.

## **Physical Education 6**

General objectives for the sixth grade program include the provision of opportunities to increase skill levels in sport activities; to increase the range of skills in activities without high degrees of specialization; to enable students to organize and play games under their own leadership; to appreciate, promote and encourage those classmates of differing abilities to concentrate on the process rather than the outcome of games; to encourage students to acquire safety skills and habits which develop awareness; and to be able to treat victory and defeat equally. Students are exposed to soccer, ultimate football, basketball, wiffle ball, volleyball, capture the flag, running bases, fitness activities, and circus arts.

## **Physical Education 7 and 8**

Activities in both seventh and eighth grade physical education classes are organized by season and include:

### **Fall**

*Soccer, Ultimate Football, Field Hockey, Physical Fitness Training/Evaluation, New Games, Capture the Flag*

### **Winter**

*New Games, Volleyball, Basketball, Bowling, Circus Arts, Lifetime Fitness, Yoga, Speedball*

### **Spring**

*Track & Field, Lacrosse, Physical Fitness Evaluation, New Games, Softball, Golf, Tennis, Wiffle Ball, Pickleball.*



# **RYE MIDDLE SCHOOL ENGINEERING (R.M.S.E.)**

The Rye Middle School Engineering curriculum uses an integrative STEAM (Science, Technology, Engineering, Art and Math) approach. STEAM connects core subjects with hands-on project-based learning. The middle school engineering program will engage students in activities that not only build knowledge and skills in areas including computer science, engineering, and energy, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

## **ENG 6<sup>th</sup> Grade** **Design and Modeling**

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students learn and utilize methods for communicating design ideas through sketches, 3D models, and mathematical models. Students will understand how models can be simulated to represent an authentic situation and generate data for further analysis and observations.

## **ENG 7<sup>th</sup> Grade** **App Creators**

The unit introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as to other disciplines, particularly biomedical science

## **Computer Science for Innovators and Makers**

Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. While designing algorithms and using computational thinking practices, students code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students' understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.

## **Engineering Design Process (EDP)**

In the EDP unit, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are 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.

## **Green Architecture**

Today's students have grown up in an age of "green" choices. In the Green Architecture (GA) unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using REVIT software.

## **ENG 8<sup>th</sup> Grade**

### **Automation and Robotics**

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use robotics as a platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.





# SUPPORT PROGRAMS

Assistance is available for students who require academic, social-emotional, speech, and language support beyond what is provided in the regular education programs of the middle school.

## **Integrated Co-Teaching Program**

Special Education Programs support the Rye Middle School academic program while developing basic skills and/or providing remediation. Some special education students may require a special education teacher in the regular classroom. Special education students are fully included in classes at Rye Middle School. The special education teacher provides additional instruction and reinforcement and collaborates with the student's classroom teachers to support academic content and provide instruction in organization and study skills. This support is provided based on the recommendations of the committee on Special Education (CSE)

## **S.A.L.T.**

The Students Advancing Learning Together Educational Program (S.A.L.T.) is a special education program designed to individualize functional academics to meet each student needs. The focus is on life skills with the goal of helping students become successful adults. This support is provided based on the recommendations of the committee on Special Education (CSE)

## **English as a New Language**

English as a New Language is a specially designated program mandated by the New York State Education Department and is offered to non-native speaker of English. The focus of these classes is to develop English language skills and facilitate the understanding of materials in the mainstream classes. Students are evaluated and exited from the program based upon the Gates-MacGinitie Reading Test, which measures vocabulary and reading comprehension. The program has also been designed to help E.L.L. students meet the higher state standards across all curriculum areas.

## **X-Period**

All Rye Middle School teachers are available for a block of time beginning at 2:36 pm to provide assistance, additional instruction or consultations with students on their class and homework assignments. Parents should encourage their children to take advantage of this time to ensure their understanding of their assignments and work and to receive extra help. Some teachers conduct X-period during the last twenty minutes of lunch. Students are always made aware of the schedule.

Tests and quizzes may be made up and teachers may request to see a student in order to complete assignments or review academic work.

Students who earn a failing grade or a grade in the 60's as a report card grade are required to attend X-period Monday through Thursday.

**Literacy Lab Grades 7 & 8 Only**

Literacy is a course to help students gain the necessary reading and writing skills to succeed at Rye Middle School. Making the transition from elementary to middle school can be a challenge for many students, adjusting to a new school as well as the demands of more homework and more difficult classes. Literacy Lab gives students the support they need to improve their skills in reading, writing and test taking.

**Math Lab Grades 6 - 8**

Students needing additional help in mastering basic math concepts and skills are given additional support. Math Lab supports the math curriculum.

**Learning Center Grades 6-8**

Learning Center is designed for regular or special education students. The focus of this support class is on ELA and math skills with emphasis on pre and post teaching.



# STUDENT SUPPORT SERVICES

The Rye Middle School counselors work closely with students, parents, faculty and administrators to provide academic guidance, personal and family guidance and counseling, and academic planning through grades 6-8. In addition to the guidance counselors, the school psychologists, and the social worker are available to assist students and their families.

## Student Support Services include:

- Assisting students in their adjustment to the middle school environment
- Assisting students through difficult home or school problems
- Helping students and parents understand the middle school curriculum, middle school requirements, current student academic status, achievements, interests and abilities, and personal and social adjustments
- Collecting information which will be of assistance to the student
- Devising, coordinating, and teaching developmental guidance curriculum four times per year
- Preparing schedules for students as they transition from one grade to the next
- Coordinating transition between grades
- Individual counseling by the social worker or guidance counselor on an ad hoc basis or regular basis as needed
- Facilitating support services and interventions with the school social worker and/or school psychologist when appropriate
- Coordinating peer mediations when appropriate
- For parent/teacher conference information contact Ms. Kim Nugent at ext. 2940
- To report an absence contact Mrs. Lynn Mazzola at ext. 2910

Counseling groups are run by the school's social worker and guidance counselors. Although the specific groups offered may vary from year to year, depending upon the needs and make-up of the student body, they may include: girls' and boys' groups at all three grade levels and new student groups. In addition, a parenting forum is run by the school social worker.

Rye Middle School parents are encouraged to be a vital part of their children's education. The Principal and Assistant Principal are always available for conferences and discussions. Additionally, parent-to-school communication is suggested through the following channels:

Contact your Child's Guidance Counselor for:

Academic Guidance  
Placement Questions  
Personal and Family Guidance and Counseling  
Developmental Guidance Questions  
High School Planning in Conjunction with the  
9<sup>th</sup> Grade Counselor

Contact your Child's Team Leader regarding:

Team Policy  
Academic Programs  
Field Trips  
Long-Range Projects  
Parent Conferences

Contact your Child's Teacher for Information About:	Use of Google Classroom Academic Work and Performance Information on the Portal Discipline in the Class Homework Assignment Requirements and Due Dates Class Assignments
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School offices are open from 7:30 a.m. to 3:30 p.m. (Nurse's Office is open from 8:00 a.m. to 3:00 p.m.) when school is in session and from 8:30 a.m. to 2:30 p.m. during school vacations. Administrators and support personnel can be reached at the following extensions.

**Principal's Office**

Mr. Joseph DiGiovanni      Ext. 2908  
*Principal*

Mrs. Daniela Vitiello      Ext. 2901  
*Assistant*

**Guidance Office**

Ms. Vanessa Caine      Ext. 2942  
*Grade 8 Counselor*

Ms. Dina Farewell      Ext. 2941  
*Grade 6 Counselor*

Mr. Rob Villanova      Ext. 2943  
*Grade 7 Counselor*

Mrs. Kim Nugent      Ext.2940  
*Assistant*

**Assistant Principal's Office**

Kristie Orlando      Ext. 2918  
*Assistant Principal*

Mrs. Lynn Mazzola      Ext. 2910  
*Assistant*

**Student Services**

Mrs. Kristin Quintano      Ext. 2212  
*Social Worker*

Ms. Danielle McGuire      Ext. 3216  
*Psychologist*

Dr. Natalie Spina      Ext. 2955  
*Psychologist*

**School Nurse**      Ext. 2930  
Mrs. Liz Carty

**Developmental Guidance Program**

The program's intention is to provide sixth, seventh, and eighth grade classroom activities that will assist in the following developmental areas: personal growth, discovery, and awareness; communication skills; interpersonal relationships; cross-cultural awareness; academic survival skills; decision making; stress management; and responsible behavior.

Goals and objectives will be established and taught cohesively at all three grade levels. Unique activities will be developed per grade level to assure grade and age suitability.

# EXTRACURRICULAR ACTIVITIES AND INTERSCHOLASTIC SPORTS

A rich variety of extracurricular and special opportunities are available to Rye Middle School students, which support and enhance the curriculum. During the first month of school, an activities video is broadcast to help students to learn about each of the opportunities available to them.

These include:

ASL Club  
Club Sports  
Engineering  
Fall Musical  
Jazz Band  
GSA Justice Alliance

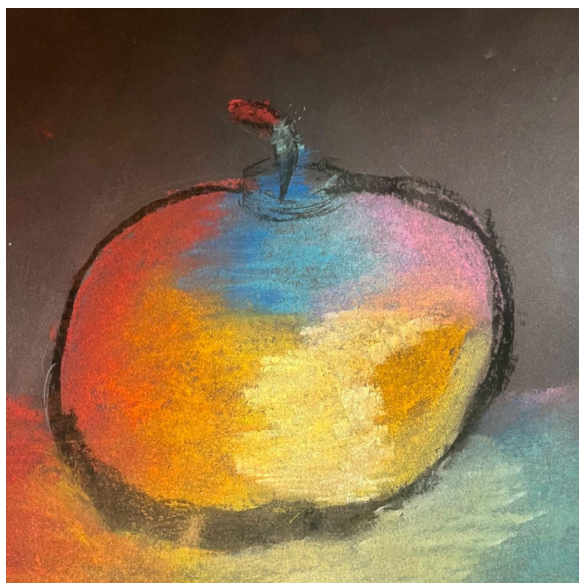
Math Counts  
Newspaper (RMS Press)  
Peer 2 Peer  
Peer Coaching (Math)  
Principal's Council  
RMS Service Club

Robotics  
Speech & Debate  
Spring Production  
Yearbook  
Others (TBA)

## ***Interscholastic Athletic Program***

Interscholastic opportunities include football, soccer, cross-country, basketball, wrestling, baseball, lacrosse, and track for seventh and eighth grade boys; and field hockey, cross-country, basketball, soccer, softball, and track and field for seventh and eighth grade girls. Students may also try out for positions on Rye High School teams where none exist in the middle school including girls swimming and boys and girls tennis. Please see Code of Eligibility below.

All students need to be medically cleared through the Rye Middle School Health Office if they want to participate in an Interscholastic Sport. Please register at [familyid.com](http://familyid.com), a current physical exam (less than a year old) is required. A new registration on [familyid.com](http://familyid.com) is required for each season.





# ELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AND INTERSCHOLASTIC SPORTS

The Board of Education recognizes the educational value of student participation in extra-curricular activities and strives to provide a well-balanced program of activities (athletic and clubs/organizations/theater) which will respond to a variety of student interests and needs.

The Board requires that the following three standards for eligibility be met by students in order for them to participate in extra-curricular activities:

## 1. **Maintain a Full Schedule**

A student is expected to carry a program of 5 classes (or the equivalent) plus physical education. The student is expected to be in regular attendance in all of his or her classes for the marking period.

If a student has a confirmed unexcused absence from school and/or class, the student shall be declared ineligible for 5 days. If the school attendance or class attendance problem persists, the administration shall declare the student ineligible to participate in activities, clubs and athletics for the remainder of the marking period.

## 2. **Maintain Standards for Academic Performance**

Students who achieve a minimum of a 65 average in all subjects, and pass all subjects, are academically eligible to fully participate in all activities, clubs and athletics.

If a student has a **MINIMUM QUARTERLY G.P.A. OF 65 and is failing one course only**, and the student's initial failure in that course is at the end of marking periods 1, 2, 3, the student will be ineligible for participation in extra-curricular activities (clubs, activities, athletics) for a minimum of five (5) days **from the date of report card distribution**. During this period of ineligibility, the student is responsible for developing an **Achievement Plan** with the assistance and the approval of the teacher whose course was failed and the approval of the student's advisor/coach.

The goal of the Achievement Plan is to provide direction for the student in identifying what needs to be accomplished to pass the course. The Achievement Plan will contain the following information:

- a. Reasons for failure.
- b. A plan for addressing or overcoming those reasons.
- c. Steps explaining how improvement will be achieved.



After the teacher and advisor/coach approve, the approved Achievement Plan must be submitted to and be endorsed by the assistant principal in order for a student's eligibility to be restored after the five-day period. **The student is expected to obtain a weekly report from his/her teacher and submit that report to the Athletic Director (if in a sport) who will share it with the student's coach. The weekly report will be submitted to the Assistant Principal if the student is in an activity/club and he/she will share the report with the student's counselor.** Failure to submit an Achievement Plan within the five-day ineligibility period, or lack of adherence to the elements of the Achievement Plan, or failure to obtain or make weekly reports will cause the student to be declared ineligible for the remainder of the marking period.

All students who submit Achievement Plans will have their performance reviewed weekly. At that time, if the teacher whose course was failed indicates that the student is currently passing the course, the student will remain eligible until the next report card (but the student must continue to attend the Academic Support Program or X-period).

**A student who fails two or more courses in one quarter is automatically ineligible for participation in activities, clubs and athletics for the following quarter and the student will be required to attend the Academic Intervention Center.**

A student who fails one or two subjects for the year may attend summer school and make up those subjects and be eligible for the first quarter of the new school year. A student who fails only one subject and does not make up that subject in summer school may remain eligible if he/she completes an Achievement Plan in September and attends the Academic Support Program. Progress in the course failed will be reviewed and, if the student is failing at the time, he/she will become ineligible immediately. If passing, the student will remain eligible for the remainder of the quarter. A student carrying two or more failures into the next school year (September) shall be ineligible for the entire first quarter. A student with less than a 65% G.P.A. for the year will be ineligible for the entire first quarter.

### 3. **Maintain Standards for School Citizenship**

Students who regularly follow school rules and regulations shall be eligible to fully participate in activities, clubs and athletics. Students who do not obey school rules and regulations as defined in the Board Policies and Student Handbook Regulations shall be ineligible for participation in activities and/or athletics.

If a student is assigned to in-school suspension or is suspended from school he/she shall be ineligible for a period of five (5) days. Additional violations of school rules and regulations causing suspension shall cause students to be declared ineligible for the duration of the marking period, semester or for the year, depending on the seriousness of the infraction.

## ***FREQUENTLY ASKED QUESTIONS***

### ***What are the start and end times of the school day?***

First period begins promptly at 8:00 am. We do not have a homeroom. All students should be in their first period class before 8 am, prepared and ready to learn. Announcements are made by the school principal at 8 am. X-Period is mandatory and runs from 2:36 p.m. to 2:56 p.m. Monday – Thursday. Breakfast is also available for purchase in the high school cafeteria for students who arrive between 7:30 a.m. and 7:45 a.m. X-Period will not be offered a day before a holiday or off day of school.

### ***What time should my child arrive each morning?***

We suggest students arrive by 7:50 am to ensure they have enough time to go their lockers, and to first period on-time. First period instruction begins promptly at 8:00 am.

### ***What should my child do if he/she is late to school?***

Please send your child into school with a note signed by you, stating the reason for the tardiness. He or she will then be given a late pass by attendance personnel. Students lateness is monitored closely to ensure students arrive on time.

### ***What should I do if my child needs to attend a doctor appointment during the school day?***

If your child has a scheduled doctor's appointment, please send in a note with your child to the attendance office, providing a time at which your child should be excused. The child is then given a note to give to the classroom teacher. The child then signs out at the security desk before leaving the building.

### ***How many periods are there in a day?***

There are 9 periods in our school day, 40 minutes each. Students have 4 minutes of “passing-time” in between classes to transition.

### ***What is X period?***

Teachers will provide extra help to students Monday through Thursday, between 2:36 p.m. and 2:56 p.m. Obligations to teachers take priority over attendance at an extracurricular activity. X-Period is mandatory and attendance will be taken every day. In our continued effort to communicate clearly with students and parents, all Rye Middle School teachers are available from 2:36 p.m. until 2:56 p.m. to provide assistance, academic support, additional instruction or consultation with students on their class and homework assignments. Parents are urged to encourage their children to take advantage of this time by asking teachers for clarification of assignments and to receive extra instruction. Students are to be advised that the x-period is a time when tests and quizzes may be made up. It is also time when a teacher may request to see a student in order to complete assignments or review academic material.

### ***How often should my child go to his/her locker during the day?***

Although students can use their locker in between each class, most students find it overwhelming. We encourage students to plan their day out, preparing morning materials before first period, and preparing afternoon materials sometime after lunch. Routines works differently for individual students.

### ***Are there buses?***

We do not have busing in the Rye City School District. Students walk, ride bikes or get driven to school.

### ***Is there a school uniform?***

No, but students are encouraged to dress appropriately for school.

### ***What is a team?***

The team concept allows a group of four or more core teachers to teach the same group of students. Students get a team designation (R, M or S) each year. Students will not necessarily be assigned to the same team from one academic year to the next.

***Will my child be placed on the same team as his/her friends?***

While we understand that friendships and peer connections are paramount during the middle school years, it is not guaranteed that students will be placed on a team with their closest friends. Most students develop friendships and get to know classmates as the year progresses. It is normal for this to take some time. Please note we do not accept friend requests.

***Is there an honor roll?***

The school does not have an honor roll.

***What is a passing grade?***

65% and above is a passing grade.

***What happens if my child fails a class?***

If your child fails a class for one quarter, he or she will attend a meeting with his or her guidance counselor. Continued failure in the same class could result in a failing grade for the year. This may mean that your child will be mandated to attend summer school. In cases where a child fails more than two core classes, retention is possible.

***How does the lunch period work?***

Students can either bring lunch from home or purchase lunch in the cafeteria. Many students have a lunch account which gives them access to funds that parents provide. These accounts should only be used by your child. Students are discouraged to use their accounts for their friends. Parents do have access to view what their child is purchasing on a day to day basis. Please go to the following webpage:

<https://www.myschoolbucks.com>

***What does the school do to help facilitate friendships?***

If your child is having difficulty making friends or maintaining friendships, please contact your child's guidance counselor or the school social worker. They can provide you with strategies to help your child facilitate the social arena, and they also provide counseling, if needed. Each situation is handled differently, depending on the dynamics. Confidentiality is maintained.

***What is the function of the guidance counselors, social worker and school psychologist?***

The guidance department consists of three school counselors, one for each grade level. They function as a team, which often includes the social worker and school psychologist. Counselors are available to assist students with achieving academic and social success.

***What types of academic support programs do you offer for general education students?***

RMS offers various support classes to students who may need additional support. Learning Centers are available to help students with organization and support in all core areas. Math Lab offers students who struggle in math an additional math period per day to reinforce concepts and practice the application of these concepts. Literacy Lab offers skill support in reading and writing. Each of these classes will take the place of an elective and eligibility must be met.

***What is the best way to get feedback regarding my child?***

E-mail is the preferred method of communication. Each teacher's address is their last name.first name followed by ryeschools.org (i.e., **smith.jane@ryeschools.org**)

***What is the Parent Portal?***

The Parent Portal is a resource available through PowerSchool to all parents which allows viewing of your child's progress and grades in all subjects. Access will allow parents to monitor test/quiz grades, project and homework completion, as well as classwork, missed assignments and attendance. An access id and access password are generated for each student and mailed home. Each parent then uses the access id and access password to create an account with a password that the parent chooses. The access id and access password can be retrieved by contacting the district's technology department at ext. 6211. There is a new feature where parents can add more than one child to their parent portal account. Each parent only needs one account to see the grades, etc. of all children.

***Does RMS offer parent/teacher conferences?***

Yes. Three conference dates for each grade will be offered during the school year. There are two ways to obtain a conference slot: either by invitation from the teachers, or if the conference is an open conference, the slots are filled on a first come first serve basis. Parents will sign up per email instructions. If you are not provided a time for a conference and have questions or concerns always reach out to your guidance counselor, team leader or specific teacher.

***Is there a community service requirement for RMS?***

There is no community service requirement for students to move to high school.

***What are lunch groups?***

Counselors and the social worker offer lunch groups by gender on specific days of the week. Students are either invited to participate in these groups, or they can sign up on their own. Lunch groups provide a small, more intimate setting for students in which to have lunch and communicate with peers.

***What should I do if my child is ill and needs to miss school?***

If your child is absent, you must leave a message at the attendance office (extension 2910) for EACH day of absence, no later than 9 am. Students should refer to teacher's Google Classroom pages for missing work on the days of absence. If your child is absent for more than 3 consecutive school days due to illness, please contact your child's guidance counselor.

***How can we find out about clubs and activities?***

On the Rye Middle School webpage, click the link that reads "Families". Then click the link for "Students" and then click "Clubs and Activities". This will provide your child with the framework (day of the week and time) for the clubs and activities offered for the year. While most clubs are flexible, some may require an attendance commitment. Please check with each advisor if you have questions. Club information is also posted in the school building, and information about meetings are announced in the mornings.

***Do the students get recess?***

Weather permitting, students spend time outdoors during the second half of their lunch period. Lunch proctors are encouraged to take students outdoors when possible.

***Can I request a specific team or teacher for my child?***

We do not accept requests but welcome information in profiling your child in order that we provide the best possible placement.

***What should I do if I suspect that my child is being mistreated at school by another student?***

Please contact your child's guidance counselor or the social worker with your concern.

***What are music lessons and are they mandatory?***

Students enrolled in band or orchestra will be given a rotating lesson schedule. Students should make every effort to attend these lessons, which are in addition to whole group instruction. If your child has a conflict (a test, for example), have your child speak to the band or orchestra teacher to reschedule the lesson.

***Is there an attendance policy?***

Yes. Students are expected to be in attendance when school is in session. Parents are expected to support this policy. The Board of Education and staff will hold parents AND their children responsible for regular school attendance. Family vacations and/or travel days are not recognized as legal absences. Additional information regarding daily attendance rules can be found in the front pages of your child's school agenda book.

***How many credits does a student have to accumulate in order to complete Middle School?***

Students have course requirements that they need to meet in order to matriculate to high school. However, since we are a middle school, students do not accumulate credits. Credits are earned taking high school courses.

***Do any middle school classes end up on a student's permanent high school transcript?***

The final foreign language grade for 7th and 8th grade and the Algebra and Earth Science final grades are recorded on the permanent record. Only Earth Science ends in a Regents Exam.

***Is there a Code of Conduct?***

Yes. The Code of Conduct can be found in the front of your child's agenda book.

***How does my child sign up for a sport?***

Parents of 7<sup>th</sup> and 8<sup>th</sup> graders who are interested in participating in modified sports need to: 1-register their child at familyid.com and 2-provide a current (less than a year old) physical exam to the RMS Health Office. Other forms might also be needed depending on your child's needs. Registration begins about 4 weeks before the start of the sport and needs to be completed by the deadline. See the Athletics and RMS Health Offices pages for more information.

***My child is an athlete, will they have to choose between practice or X-period?***

No. Practice is specifically scheduled to start after X-period ends. Should a student be required to stay with a teacher or for support after 3pm, they will be given a late pass to their sport.

***If my child participates in sports outside of school, do they still have to take PE?***

Yes. Physical education is required in New York State.

***What is athletic eligibility?***

If a student fails a class, he or she will be suspended from participating in their registered sport for five days. If a student fails two or more classes, they are not eligible to participate in athletics or any extracurricular activities offered by the school for the following quarter.

***What are Club Sports?***

Club sports are offered to students who are not participating in interscholastic sports. Interscholastic sports are not available to sixth graders. Club sports offers exposure to a wide range of sports experiences after school.

***Can students take a "free period" or a study hall?***

No. We do not offer "free periods" or study halls to any of our students. Students have a full schedule complete with eight classes plus lunch.

***Does the school offer Parent Groups?***



The school social worker offers parenting groups at an off-campus site. Groups are usually closed after three sessions, so do check the RMS Garnet News for up-to-date information. Email Kristin Quintano at [quintano.kristin@ryeschools.org](mailto:quintano.kristin@ryeschools.org) if you are interested in more information.

***Who do I call if I have a question regarding my student's performance?***

You should first contact the specific teacher. If your question is more of a global concern pertaining to all subjects, contact your child's guidance counselor.

***How do I sign up for the on-line newsletter?***

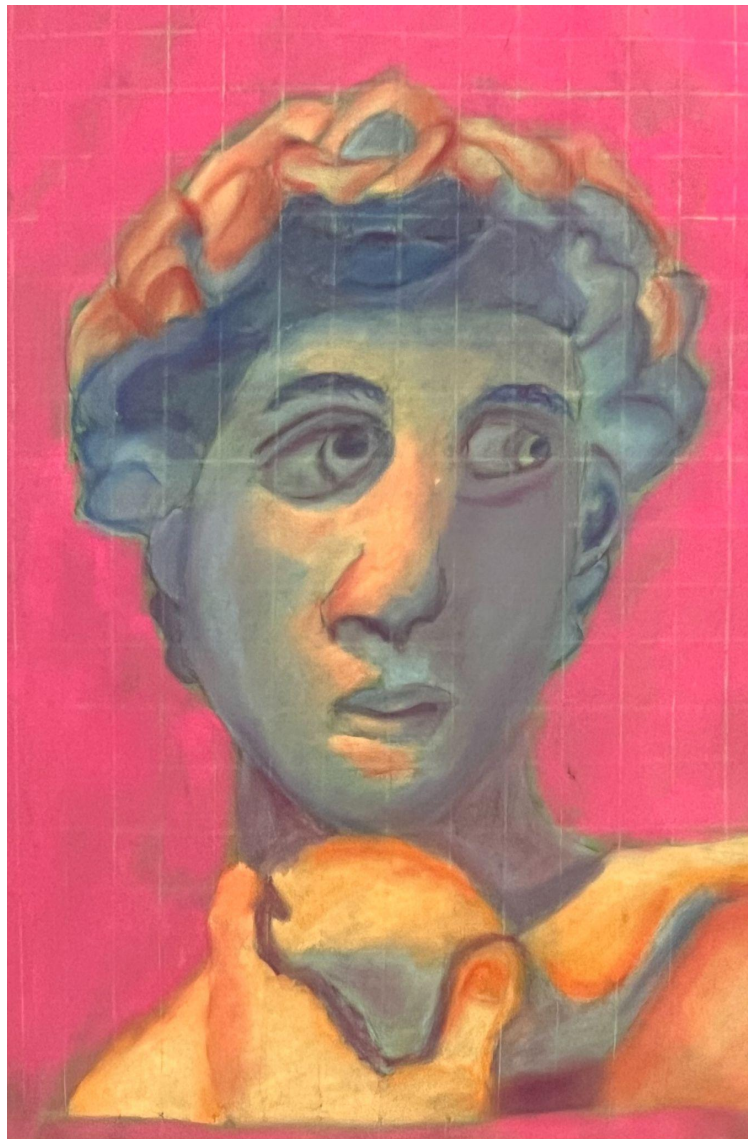
The Garnet can be accessed by subscribing to [RMSGarnet@hotmail.com](mailto:RMSGarnet@hotmail.com)

***Where do I find PO information?***

Parent Organization information can be found on the Rye Middle School website.

***If you have any more questions...***

Information can also be found on our school's website and also in the Rye Middle School agenda book.



RYE MIDDLE SCHOOL  
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RYE, NEW YORK 10580  
914-967-6100

*Joseph DiGiovanni, Principal*

*Kristie Orlando, Assistant Principal*



**Board of Education**

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Eric Byrne, Ed.D

It is the policy of the Rye City School District not to discriminate on the basis of race, sex, Handicap or for any reason, in its educational programs, activities, or employment policies as required by federal and state laws. Inquiries regarding compliance with each access legislation, such as Title IX, may be directed to the Superintendent of Schools at 555 Theo Fremd Avenue; telephone (914) 967-6100; or to the Director of the Office for Civil Rights, Department of Health, Education, and Welfare, Washington, D.C.