



NORTH ROSE-WOLCOTT MIDDLE SCHOOL CURRICULUM GUIDE

2024-2025 Middle School Course Information Guide

The middle school offers a unique learning experience for grades 5 through 8. Grade levels are organized in a 5/6 model and a 7/8 model. Currently, the 5/6 model focuses on providing students with increased time on task for English Language Arts and Mathematics. The 7/8 model reflects the rigor and responsibility of a high school schedule.

Our goal is to help students transition from elementary school to high school by providing a positive and safe learning environment that adapts to each student's unique, young adolescent needs. Students benefit from our *educating the whole child approach* by focusing on the behavioral, academic, and social-emotional needs of our students. We also utilize a restorative way of thinking to educate students on being reflective and empathetic towards one another during the conflict resolution process.



All middle school courses are aligned with the New York State Next Generation Learning Standards for English Language Arts and Mathematics, the New York State K-12 Social Studies Framework, and the New York State P-12 Learning Standards in Science. Eighth grade accelerated courses in Algebra, Living Environment, and Studio Art are aligned with the NYS standards for those subjects.

North Rose-Wolcott Middle School Staff

Crystal Rupp

Principal

Scott Hassall

Assistant Principal

Jamie Bundy

Secretary

Jenn Bundy

Secretary

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Instructional Coach

Mary Finn

Counselor

Carrie Hoestermann

Social Worker

Sara Boogaard

Psychologist

Colleen Barron

Nurse

Grade 5 Course Offerings

English Language Arts - Daily

Mathematics - Daily

Science - Daily

Social Studies - Daily

Literacy Skills - Every other day

Math Skills - Every other day

Digital Literacy Skills - Every other day

Physical Education - Every other day

Art - Every other day

Music - Every other day

**Band - Every other day

**Chorus - Every other day

***WIN (What I Need) - Daily or Every other day

**student may choose to take this course

***course is dependent on student individual need

Grade 6 Course Offerings

English Language Arts - Daily

*Mathematics - Daily

*Science - Daily

Social Studies - Daily

Literacy Skills - Every other day

Math Skills - Every other day

Computer Science - Every other day

Physical Education - Every other day

Art - Every other day

**Music - Every other day

**Band - Every other day

**Chorus - Every other day

***WIN (What I Need) - Daily or Every other day

*accelerated course is offered dependent upon parent/teacher recommendation

**student may choose to take this course - if student takes band and/or chorus they are not required to take music

***course is dependent on student individual need

Grade 7 Course Offerings

English Language Arts - Daily

*Mathematics - Daily

*Science - Daily

Social Studies - Daily

Spanish - Every other day

Technology I - Every other day

Health - Every other day

Physical Education - Every other day

Art - Every other day

Music - Every other day

**Band - Every other day

**Chorus - Every other day

***WIN (What I Need) - Daily or Every other day

*accelerated course is offered dependent upon parent/teacher recommendation

**student may choose to take this course - if student takes band and/or chorus they are not required to take music

***course is dependent on student individual need

Grade 8 Course Offerings

*English Language Arts - Daily

Mathematics/*Algebra - Daily

Science/*Living Environment - Daily

*Social Studies - Daily

Proficiency Spanish - Daily

Studio Art - Daily

Technology II - Every other day

Physical Education - Every other day

Music - Every other day

**Band - Every other day

**Chorus - Every other day

***WIN (What I Need) - Daily or Every other day

***Living Environment Lab

*accelerated course is offered dependent upon parent/teacher recommendation

**student may choose to take this course - if student takes band and/or chorus they are not required to take music

***course is dependent on student individual need

English Language Arts

English 5

English 5 is a curriculum that focuses on students expanding their reading, writing, comprehension and critical thinking skills. Students work with a variety of literature and informational texts throughout the year which is exposed through various strategies such as reading groups, read alouds, paired readings and independent reading. In writing, students will learn how to outline short response questions, find relevant evidence from the text and elaborate how their evidence supports their claim. The New York State Grade 5 Language Arts Assessment will be administered in the spring.

English 6

English 6 is a curriculum that focuses on the key components in literature and writing. These include but are not limited to theme, plot, setting, character traits, conflict, etc., and the importance that each one of these elements brings to fictional novels. Students are given multiple examples for each of these elements throughout the course using short stories, grade appropriate novels, and non-fictional passages. Understanding these elements help students to develop critical thinking skills, as well as to answer in-depth comprehensive questions using inference and textual evidence. The New York State Grade 6 English Language Arts Assessment will be administered in the spring.

Literacy Skills 5/6

Literacy Skills is designed to support students with their spelling, vocabulary, reading, and writing. Students will be given differentiated spelling words weekly to help build their spelling and vocabulary skills, which will be practiced throughout the week independently and within groups. Students will be placed in leveled reading groups to work with a teacher to build upon their current skill set. These leveled reading groups and spelling words will be updated quarterly to match student growth. Students are assigned IXL skills, based on grammar, reading, and writing skills. They are also given an opportunity to work on their IReady individual pathway lessons.

English 7

English 7 centers on developing students' reading, writing, vocabulary, and critical thinking skills through a balanced literacy approach. Students engage in texts including poetry, narratives, essays, and articles. Students engage in the writing process to develop skills such as analysis, reflection, and evidence-based research. Students interact with literary elements and techniques. Additionally, the New York State Grade 7 English Language Arts Assessment will be administered in the spring.

English 8

English 8 is a comprehensive language arts course integrating reading, writing, language skills, and speaking and listening. In reading, the emphasis is placed on analyzing the writer's craft and structure and refining comprehension and summarization skills. Writing and language skills are developed through performance tasks targeted at expository, argumentative, and narrative writing. Students also acquire and successfully use grade-level vocabulary. Speaking skills are developed through discussions and formal presentations. English 8 prepares students for the reading and writing demands of high school. The New York State Grade 8 Language Arts Assessment will be administered in the spring.

English 8 Accelerated

English 8 Accelerated curriculum is designed to challenge students with the opportunity to develop appropriate skills in writing, reading, viewing, word knowledge, listening, research, and speaking skills as they prepare for a more independent role as advanced high school students. Through the use of a writing text, class discussion, collaborative learning, and traditional literature (fiction, informational, literary nonfiction) students will increase their reading, verbal and communication skills through an exploration of literature. Building on previous skills, the students will continue to use the writing process skills to create writing samples of varied types. Students will also synthesize information and comprehend more complex texts in reading. The New York State Grade 8 Language Arts Assessment will be administered in the spring.



Social Studies

Social Studies 5

Social Studies 5 includes students embarking on an exciting journey to explore the diverse cultures, histories, and geographies of our world. They will use a variety of activities and discussions to learn about the geography of the world, Native American societies around the United States, Ancient Civilizations like the Maya, Inca, and Aztec, European Explorers and their impact, Colonization of the 13 Colonies, and the ideas of today's government and Economics. Through various investigations and slideshows, the students will make connections from their lives today to these historical events and also lead them into being ready to learn about empires.

Social Studies 6

Social Studies 6 curriculum focuses on the geography and history of the Eastern Hemisphere. Students will explore concepts such as the development of cultures, civilizations, empires, as well as interactions between societies and government and economic trends. Students will begin with the rise of humans and go on a journey through the early civilizations of Mesopotamia, Egypt, Greece, and Rome. Students will analyze how geography, history, and culture influenced the people who lived there and how the people and characteristics have changed over time.

Social Studies 7

Social Studies 7 focuses first on geography (map skills, states, and vocabulary terms). Next, students learn about the first humans to come to the Americas, the Native Americans, and how different cultures emerged based on geographic features. Students will then study European exploration and the first European settlers to North America, followed by the causes and effects of the Revolutionary War. The birth of the U.S. government with the Constitution will challenge students' thinking about how our country functions. Students will then learn about how our country grew through Western Expansion and Manifest Destiny. Lastly, students will learn about the causes of the Civil War, the war itself, and the effect it had on our country as a whole.



Social Studies 8

Social Studies 8 focuses on a vast and diverse account of the events that transpired primarily within the United States between the Civil War and modern times. As always, the aim and goal of our classroom is to ensure that students become engaged and informed, with the expectation of becoming a competent citizen through the social studies lens. Assessments will include a variety of projects, writing pieces with text based evidence and analysis, inquiry based models, and vocabulary comprehension. We will be looking at events that transpired throughout history, how they align with current events alongside student interests, and implementing culturally responsive teaching. The curriculum incorporates historiographical and geographical reasoning, as well as political, economic, and social trends. We aim to create an active and engaging learning environment that fosters critical thinking.

Social Studies 8 Accelerated

Social Studies 8 Accelerated course further enhances and challenges critical thinking. This is primarily through the use of summative assessments that consist of routine essays and/or extended writing prompts. Persuasive written pieces, as well as research-based papers, will be completed in order to further comprehension through NYS standards. We will be focusing on a vast and diverse account of the events that transpired primarily within the United States between the Civil War and modern times. We will be looking at events that transpired throughout history, how they align with current events alongside student interests, and implementing culturally responsive teaching. The curriculum incorporates historiographical and geographical reasoning, as well as political, economic, and social trends. We aim to create an active and engaging learning environment that fosters critical thinking.



Science

Science 5

Science 5 is an opportunity for students to ask questions, make observations, create models, and make claims that are testable and supported by evidence. Students will engage with Structures and Properties of Matter, Matter and Energy in Organisms and Ecosystems, Earth's Systems, Space Systems: Stars and the Solar System, and utilize the engineering design process to solve problems. Each unit is based on a natural phenomena that builds academic and background knowledge. The content will not only help prepare them for a New York State Science Assessment, but it will greatly challenge the students to understand the world around them and enable them to apply their learning in the real world. The New York State Grade 5 Science Assessment will be administered in the spring.

Science 6

Science 6 students will continue to build the foundation in science theory and practice that is necessary for their study in 7th and 8th grades. Science 6 covers four primary topics: The Nature of Science, Space Systems, Weather & Climate, and Plate Tectonics and Rock Cycling. Students will engage in reading and writing activities to promote a substantial breadth and depth of knowledge in these topics in order to engage in hands-on activities that will demonstrate the concepts. Including literacy standards (reading & writing) will also promote students' abilities. Students will be provided with opportunities to investigate scientific ideas, organize, and present their ideas in both written and oral form.

Science 6 Accelerated

Science 6 Accelerated students will continue to build the foundation in science theory and practice that is necessary for their study in 7th and 8th grades. Science 6 Accelerated covers four primary topics: The Nature of Science, Space Systems, Weather & Climate, and Plate Tectonics and Rock Cycling. Students will engage in reading and writing activities to promote a substantial breadth and depth of knowledge in these topics in order to engage in hands-on activities that will demonstrate the concepts. Including literacy standards (reading & writing) will also promote students' abilities. Students in the Accelerated Science program will complete a greater level of independent work. This course will encourage independent study and self-motivation on the part of the student to make sense of problems and persevere in solving them. Students will be provided with additional opportunities to investigate scientific ideas, organize, and present their ideas in both written and oral form.

Science 7

Science 7 students will engage in planning and carrying out meaningful scientific investigations, learn to make claims that are supported with experimental data, provide reasoning for claims using knowledge of scientific concepts, create models to demonstrate science phenomena, and design solutions for real-world problems. While developing such skills they will be gaining an understanding of a wide variety of scientific concepts related to matter and its interactions, chemical reactions, energy, forces and interactions, waves, and electromagnetic radiation. Students will be expected to complete two NYS required laboratory investigations. The course provides students with the necessary skills and knowledge base to be successful on the NYS Intermediate Science Exam taken in 8th Grade, as well as create a solid foundation for more in-depth science classes at the high school level.

Science 7 Accelerated

Science 7 Accelerated students will engage in planning and carrying out meaningful scientific investigations, learn to make claims that are supported with experimental data, provide reasoning for claims using knowledge of scientific concepts, create models to demonstrate science phenomena, and design solutions for real-world problems. While developing such skills they will be gaining an understanding of a wide variety of scientific concepts related to matter and its interactions, chemical reactions, energy, forces and interactions, waves, and electromagnetic radiation. Students will be expected to complete four NYS required laboratory investigations. Content and skills will be delivered at a more rapid pace to prepare students for the NYS Intermediate Grade 8 Science Exam that will be taken in the spring. Students will also be exposed to fundamental skills and concepts that will prepare them for the Regents Living Environment in 8th Grade.

Science 8

Science 8 will build upon 7th grade skills including planning and carrying out meaningful scientific investigations, learning to make claims that are supported with experimental data, providing reasoning for claims using knowledge of scientific concepts, creating models to demonstrate science phenomena, and designing solutions for real-world problems. These skills will be developed while simultaneously learning scientific concepts related to life science including cells, human body, energy and matter flow in ecosystems, relationships in ecosystems, and evolution. Students will be expected to complete two NYS required laboratory investigations, and be prepared to take the Intermediate NYS Science Exam in the spring. 8th grade science will provide a foundation in life science for students to build upon in the Regents Living Environment in high school.

Living Environment

Living Environment is a high school level course in which students will be required to take the New York State Living Environment Regents Exam at the end of the school year. The course curriculum covers a wide range of topics about our living world including ecology, human impact on the environment, biochemistry, cells, human body, genetics, and evolution. Students taking this course will be expected to keep up with fast paced content delivery as well as complete assignments outside of the classroom. It is expected that students taking this course will maintain an 80 average or better throughout the school year.

Living Environment Lab

Students enrolled in Living Environment will also be enrolled in Living Environment Lab. Students will attend the lab every other day. This course provides students with opportunities for experimentation and hands-on experience with real-world phenomena to supplement the disciplinary ideas that are presented during Living Environment class. Students will complete three mandatory New York State labs in addition to numerous other lab activities. Students are required to complete a minimum of 1200 minutes of laboratory experience in order to be eligible to sit for the New York State Living Environment Regents Exam at the end of the academic year.



Mathematics

Math 5

Math 5 will focus on three major areas using personalized learning initiatives to deepen students' mathematical practices/reasoning. The first major units will be developing fluency with addition and subtraction of fractions, and developing an understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions). The second math focus will extend division to 2-digit divisors, integrating decimals into the place value system, and developing a deeper understanding of operations with decimals to the hundredths place value. We will also be developing fluency with whole number and decimal operations. Our last major unit will be developing an understanding of volume and geometric shapes. The NYS Grade 5 Mathematics Assessment will be administered in the spring.

Math 6

Math 6 is designed to deepen students' understanding of several major areas that have been previously introduced by challenging students to build upon their prior knowledge to extend their problem-solving skills. Focus areas include rates and ratios, geometry, expressions and equations, and statistical thinking. Using the four operations (addition, subtraction, multiplication and division), students will work with fractions, decimals, and solve algebraic expressions and equations. Area, perimeter, surface area, and volume of polygons will also be explored in-depth. Students will learn the importance of showing their work in a clear, logical manner. In Math 6, students are expected to work to make sense of problems and also persevere in solving them. All units covered before May will prepare students for the NYS Grade 6 Mathematics Assessment in the spring, and the statistics unit will introduce content and skills that will be expanded upon in Math 7.

Math 6 Accelerated

Math 6E is an accelerated class that moves at a faster pace through the 6th grade focusing on topics of rates and ratios, geometry, expressions and equations, and statistical thinking. Students will also complete the beginning units of 7th grade math which focus on adding and subtracting integers, as well as multiplying and dividing integers. Students learn the importance of showing their work in a neat, organized, logical manner. The expectation that students will work hard to make sense of problems and also persevere in solving them is another major component of this course. The NYS Grade 6 Mathematics Exam will be administered in the spring.

Math Skills 5/6

Math Skills class will combine individual/small group skill work with extended practice of grade level math skills. The i-Ready Diagnostic test identifies gaps in math skills that students will work on. If a student is on grade level, their i-Ready time will be based on continuing their skill progression. In addition to i-Ready, students will also use this time to strengthen and reinforce grade level skills through various modalities such as IXL, fluency practice, problem-solving strategies and more. This class will delve into higher level questioning to prepare students for high stakes assessments which are administered in the spring.

Math 7

Math 7 curriculum focuses on four critical areas per the NYS Next Generation Standards, and the ability to comprehend and apply this criteria to real-world situations. Criteria 1: understanding and developing proportional relationships, their relations to ratios, fractions, and the division operation. Criteria 2: developing an understanding of rational expression, involving the four operations (addition, subtraction, multiplication and division); using operations to solve rational expressions and linear equations. Criteria 3: geometric operations involving scaling and area of polynomials (specifically, triangles and quadrilaterals). Criteria 4: drawing inferences and conclusions based on sample data; organizing data into box plots, then analyzing the box plots to draw conclusions. The conclusion of the course will prepare them for the NYS Grade 7 Mathematics Exam, to be taken in the Spring.

Math 7 Accelerated

Math 7 Accelerated is designed to focus on the Math 8 curriculum, per the NYS Next Generation Standards, while differentiating with real-world situations. These areas of focus include: Real numbers and their characteristics; Exponents and their rules; Scientific notation and the use of mathematical operations; Solving multi-step equations/inequalities; Solving a system of equations using substitution/elimination methods; Geometry concepts including angle relationships, area, volume, and congruency; and statistical data analysis using scatter plots and box plots. The conclusion of this course will prepare them for Algebra I, a Regents credit course to be taken in 8th grade. All students will take the NYS Grade 7 Mathematics Exam administered in the spring.

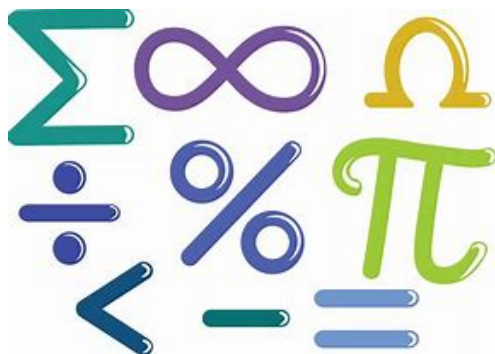


Math 8

Math 8 is a beginning Algebra and beginning Geometry course with a strong concentration on Algebra skills. Students will learn skills in the following topics as they prepare for 9th and 10th grade: Real Numbers, Exponents and Scientific Notation, Equations in One Variable, Equations in Two Variables, Functions, Triangles & Pythagorean Theorem, Transformations - Congruence & Similarity, Volume, Scatter Plots & Data Analysis, as well as Systems of Equations. The NYS Grade 8 Mathematics Exam will be administered in the spring.

Algebra

Algebra is a high school course that earns a high school math credit toward graduation requirements. The students will learn skills in the following topics: Polynomials, Factoring, Solving Equations and Inequalities, Word Problems, Graphing Linear Functions, Nonlinear Functions, Solving Systems, Quadratic Functions, Exponential Functions, and Simplifying Radical and Statistics. The class culminates with the NYS Algebra Regents Exam.



Spanish 7

Proficiency Spanish 8



Career and Technical Education

Digital Literacy Skills

Digital Literacy Skills focuses on teaching all 5th grade students the digital literacy strand of NYSED's Computer Science and Digital Fluency Framework. This course will focus heavily on digital citizenship and ethical use of technology and digital information, as well as the use of technology. Students will be able to use a variety of digital tools and resources to create and revise digital artifacts, identify and describe actions in online spaces that could potentially be unsafe or harmful, and type on a keyboard while demonstrating proper keyboarding technique.

Computer Science

Computer Science is an introductory computer science course based in programming language. It will empower students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students will learn foundational concepts and skills of computer science (CS) and programming and explore using computers to solve problems and express themselves. Designed to be engaging and relevant to student life, students build, remix, and share their animations, games, stories, music, and art in an engaging and collaborative environment.

Technology I

Technology 7 provides problem solving and exploratory experiences in career research, construction, manufacturing, transportation, and communication sectors. Students will be introduced to the six-step design process which they use as a guide to complete their projects. When students participate in activities and practical experiences, the skills of the use of hand tools, materials, and various pieces of machinery are learned. This course also introduces applications of computer-aided design and construction. Allowing participation in these activities enables students to participate in an ever-changing technological society and vertically aligns with Technology 8.

Technology II

Technology 8 provides problem solving and more advanced experiences in career research, construction, manufacturing, transportation, and communication sectors. Students will participate in units which include the construction of water bottle rockets, air skimmers, 3D printed items, balsa bridges, and CO2 cars. Students will be using the six-step design process that was previously introduced as a guide to complete their projects. When students participate in activities and practical experiences, the skills of the use of hand tools, materials, and various pieces of machinery are honed from their introduction in Technology 7. Technology 8 will focus on students being proficient in geometric sketching, and drafting skills. This course also continues using applications of computer-aided design and construction.

Music/Band/Chorus

Music 5

Music 5 provides activities that enable students to create and perform music, listen and respond to musical compositions, and incorporate their musical experiences with other activities and subjects. This year-long course gives students a general overview of many different areas of music. Units may include pitch and rhythm basics, keyboards, ukulele, bucket drumming, recorders, boom whackers, study of jazz artists, musical theater, and basic composition writing. Students are graded on accurate practicing and performing, individual and group projects and presentations, and in-class assignments, performance based assessments, and written assessments. This course aims to develop each student, as fully as possible, with the ability to perform, create, and understand music at his or her level. Musical experience should result in a positive attitude toward music, a better understanding of music, and a greater skill in expressing music.

Music 6

Music 6 explores fundamental concepts in music theory such as reading and writing music notation, major and minor scales, music intervals, and key music vocabulary terms such as dynamics, tempo, form, melody, meter, and rhythm. This year-long course gives students a general overview of many different areas of music. Units may include keyboards, ukulele, bucket drumming, jazz studies, and composer studies. Students are graded on accurate practicing and performing, individual and group projects and presentations, and in-class assignments, performance assessments, and written assessments. This course aims to develop each student, as fully as possible, with the ability to perform, create, and understand music at his or her level. Musical experience should result in a positive attitude toward music, a better understanding of music and a greater skill in expressing music.

Music 7

Music 7 instructional objectives are to build upon students' musical knowledge and skills from Music Grade 5 and 6 through increasingly complex experiences in singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. This year-long course gives students a general overview of many different areas of music. Units may include keyboards, bucket drumming, jazz studies, hip-hop studies, rock and roll studies, and composer studies. Students are graded on accurate practicing and performing, individual and group projects and presentations, and in-class assignments, performance assessments, and written assessments. This course aims to develop each student, as fully as possible, with the ability to perform, create, and understand music at his or her level. Musical experience should result in a positive attitude toward music, a better understanding of music and a greater skill in expressing music.

Chorus

The Middle School Chorus program is a performing arts ensemble class, meaning students are expected to put forth the effort and work together for the good of the group. Students are expected to sing daily as a group, as well as alone and in small groups. Students will be expected to sing alone 3 to 4 times per year to assess vocal health and placement. Along with singing and performing, students will learn about music theory, music history, vocal technique, vocal health, and analyzing music. The mission of the choral program is to develop musicianship, discipline, professionalism, responsibility, character, and leadership. Chorus students should always represent themselves, our school, and our community with excellence. This program seeks to develop well-rounded students who will be well-equipped to meet the challenges and opportunities of our world after the completion of middle school and high school. Students enrolled in Chorus must attend concerts in December, March, and May.

Band

The Middle School Band program is designed to introduce students to the fundamentals of playing musical instruments in a group setting. Students will learn proper instrument techniques, music notation, ensemble playing skills, and gain an appreciation for various musical styles. This course aims to foster musical growth, teamwork, and a lifelong love for music. Students involved in band must attend the concerts in December, March, and May.

Art

Art 5

Art 5 focuses on setting students up for success in middle school art. Many of the projects are experiential to give students the opportunity to become familiar with creative problem solving, thinking critically about their own artwork and decisions, and improving their dexterity with a variety of 2D and 3D materials. Students will also be introduced to writing about art and how to critique a piece of artwork.

Art 6

Art 6 is an introduction to high level art classes. The year is focused on getting familiar with a variety of art materials, vocabulary, and how to talk about art. The units are divided by materials, technique, and art history. The first half of the year will have projects that are geared toward building, while the rest of the year will allow students to practice with different materials to grow confidence in their work habits.

Art 7

Art 7 is focused on the elements of art. Each unit will focus on one of the 7 elements of art. Students will learn about each element through a series of notes, practice exercises, and projects. Each unit will also use different materials both 2D and 3D for different experiences. Projects will differentiate to hit all levels of learning.

Studio Art

Studio Art is a high school level art course that will give students 1 credit toward their graduation requirements. Students will experience a deeper dive into elements of art and principles of design in the first half of the year. These are important fundamentals for their continuation of art in the future. The second half of the year is focused on art critique and process art, with projects building upon basic knowledge of the elements and principles of design, to allow students the opportunity to take a self-motivated approach to their making and writing about art.



Physical Education and Health

Physical Education

Physical Education is designed to introduce students to the fundamentals of a variety of kinetic activities. Activities will range from traditional to non-traditional sports and outdoor activities. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful activities.

Health

The Health education curriculum is a healthcare informed course that introduces students to the concepts of health and wellness. Students will explore many topics, including anatomy and physiology and the various environmental factors, lifestyle choices, and other factors that will influence their health and wellness. The goal is to prepare students to make informed decisions in order to live a longer, happier, and healthier life.



Supports

Middle school philosophy emphasizes self-authored and self-initiated learning experiences in a supportive, differentiated environment. Students will develop their multiple talents in a variety of ways, in a variety of curriculum areas, and across multiple club and extracurricular offerings.

Advisory

Our Advisory Programs offer all students small-group connections among students and teachers on a daily basis.

WIN (What I Need)

Students identified as needing academic support or acceleration may be scheduled for a Math or Reading WIN class. This class is based on a child's individual pathway and is differentiated to meet the needs of every student.

Multi-Tiered System of Support

The middle schools use a collaborative team approach to evaluate students' needs for additional academic, attendance, behavioral, and social-emotional support. Our multi-disciplinary teams include our social worker, counselor, psychologists, nurse, administration, and teachers. We utilize this process to evaluate the needs of our students and we are meeting students where they are at.

