

Bellport Middle School

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Course Description Guide 2025-2026

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ATTENDANCE, ATTITUDE, ACHIEVEMENT

BMS Course Description Guide 2025-2026

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NYSED Program Requirements for the Middle Grades (Grades 5 – 8)

Information for the Part 100 requirements can be found on the NYS website at:

<http://www.p12.nysed.gov/part100/pages/1004.html>

Grades 5 and 6:

All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas: mathematics, including arithmetic, science, and technology; English language arts, including reading, writing, listening, and speaking; social studies, including geography and United States history; Languages other than English (pursuant to section 100.2(d) of Commissioner's Regulations); the arts, including visual arts, music, dance, and theater; career development and occupational studies; where student need is established, bilingual education and/or English as a second language; health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.

Grades 7 and 8:

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

English language arts, two units of study

Social studies, two units of study

Science, two units of study

Mathematics, two units of study-

Career and Technical Education, one and three fourths units of study

Physical education as required by section 135.4(c)(ii) of Commissioner's Regulations (every other day);

Health education, one half unit of study as required by section 135.3(c) of Commissioner's Regulations

The arts, including one half unit of study in the visual arts, and one half unit of study in music

Library and information skills, the equivalent of one period per week in grade seven and eight

Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations

Career development and occupational studies

Students who have been determined to need academic intervention services may have the unit of study requirements for one or more of their subjects reduced (but not eliminated).

Period	Sample 6th Grade Schedule <i>(classes may be in a different order on schedule)</i>	Sample 7th Grade Schedule <i>(classes may be in a different order on schedule)</i>	Sample 8th Grade Schedule <i>(classes may be in a different order on schedule)</i>
1	Physical Ed, .5 Unit & Sem 1: H&C .25 Unit Sem 2: Art .25 Unit	English Language Arts 7	English Language Arts 8
2	Reading Workshop 6	Social Studies 7	Social Studies 8
3	Writing Workshop 6	Math 7 or Math 7 Accelerated	Math 8 or Algebra I
4	Social Studies 6	Science 7 or Science 7 Physical	Science 8 or Biology
5	Lunch	Introduction to World Language Spanish/ Italian /French	Biology Lab or Physical Education .5 Unit or Art 8 (or Studio in Art) .5 Unit
6	Science 6	Lunch	World Language 1 Spanish/ Italian /French
7	WIN/ Language Exploration (4)	Health .5 Unit & Physical Education .5 Unit	Lunch
8	Math 6	Technology 7 .5 Unit & Art 7/Advanced Art .5 Unit	Technology 8 .5 Unit & Home & Careers 8 .5 Unit
9	Performance Music 1.0 Unit (Band/Orchestra/Chorus) or General Music 1.0 Unit	Performance Music 1.0 Unit (Band/Orchestra/Chorus) or Beginner Instrumental Performance or General Music or or Modern Instruments or Music Technology/Computers I .5 Unit	Performance Music 1.0 Unit (Band/Orchestra/Chorus) or Beginner Instrumental Performance or General Music or or Modern Instruments or Music Technology/Computers I .5 Unit

Art 7 and/or Computers 1 or Computers 2 will be added to a student's schedule to ensure a 9 period day.

*There may be variations to the above schedule depending on a student's academic needs. Academic interventions are: Reading, Reading AIS, and Math Lab.

COURSE CHANGE CRITERIA

Students are scheduled for classes based on New York State middle school curriculum mandates. Classes and performing music are determined by the criteria set forth in the Bellport Middle School Course Description Guide. Student and/or parent initiated schedule changes will be reviewed in accordance with the following procedures:

Adding Courses: After receiving a schedule in the summer, a student may add a class made during the first ten (10) school days or by the approval of a building administrator

Dropping Courses: Students must finalize their course selection requests for next year by the conclusion of course request window, defined by the Bellport Middle School Guidance Office. No changes or requests may be made between the time course selection requests end and the time schedules are available on the portal. Once schedules are available on the portal, students will be permitted to request schedule changes. After receiving a schedule in the summer, dropping a course will only be permitted during the first ten (10) school days or by the approval of administration. Students who wish to drop a course(s) must have parental approval as well as the permission of the school counselor. **Students are not permitted to drop a course after October 1st.**

Final approval of changes are contingent upon the following:

- ☐ All formal academic, social, and emotional interventions have been exhausted
- ☐ Consultation with the Multi-tiered Systems of Support team (when appropriate)
- ☐ The proposed change does not violate NYS middle school program requirements
- ☐ Approval from the School Counselor
- ☐ Approval from Bellport Middle School administration

Under no circumstances will schedules be adjusted to:

- ☐ Change teachers
- ☐ Change to more convenient and/or desirable periods
- ☐ Unite or separate students for social purpose *

* BMS administration, student support team, Response to Intervention team, and teachers will work with students and parents to develop appropriate social interventions. Under no circumstance will schedule changes be made to accommodate social circumstances without approval from BMS administration.

Academic Level Changes:

1. Students experiencing academic difficulty in a course are encouraged to work closely with their teachers and avail themselves of extra help, etc.
2. Requests to change course level will be considered after the first ten (10) school days of the new academic year, through the ten (10) days following the conclusion of the first marking period. Students who wish to change a course level must have parental approval as well as the permission of their school counselor, department director and/or a building administrator. For credit bearing courses, students changed from one level of a subject to another level of the same subject will only receive grades in the subject for which credit will be earned. The first subject will not appear on the student's final transcript.
3. CSE/504 Meetings: Schedule changes will be made for any student having a CSE or 504 meeting where there is a recommended program change.

Academic Recognition Programs

Honor Roll

During any marking period, if a student earns a grade point average of an 85-89.99, he/she is on the honor roll for that period. Students who earn a grade point average of at least 90 are placed on the high honor roll for that period.

National Junior Honor Society

The National Junior Honor Society is an academic and community service based organization open to 6th, 7th and 8th grade students who meet the academic requirements. Eligible students will be invited to join the National Junior Honor Society at the end of their 6th, 7th or 8th grade school year.

In order to be invited into the Honor Society, students must meet the following criteria:

- Maintain an 88 academic average (the average of the 5 major academic areas – Math, English, Social Studies, Science, and Foreign Language) or an 85 if student is in two or more Regents classes (Living Environment and Integrated Algebra) in each of the first three quarters of the school year.
- Maintain an 88 average in special area classes (Art, Physical Education, Technology, Family and Consumer Sciences, Music, Health, etc.)
- Have no grades less than a 70 as a quarterly class average
- Student will demonstrate service, leadership, citizenship and character
- Participate in at least THREE (3) extracurricular activities (Sports Teams, Band/Orchestra/Chorus, etc.)
- Receive 3 teacher recommendations (two core teachers and one special teacher)

Students meeting all the criteria will be inducted into Honor Society in a ceremony in the beginning of November.

Middle School Grading Protocols

Grade 6, 7, 8

BELLPORT MIDDLE SCHOOL

Final Grade Calculation -

For all courses in Grades 6, 7, and 8, each of the four marking period grades will represent 25% of the Final Grade for a full-year course, and each of the two marking period grades will represent 50% of the Final Grade for a one-semester course.

Marking Period Grade Categories -

For all courses, the calculation of the Marking Period Grade will be determined by using the following categories and percentages:

- 30% Assignments – this may include class assignments, science labs, performance tasks, concert participation, and other student work
- 50% Assessments – this may include summative tests and quizzes, projects, music lesson participation, and other assessments
- 20% Participation and Engagement – This category will measure on-task effort and active presence. These tasks will be comprised of in class formative activities that are graded on completion not accuracy. These formative activities may not be made up due to unexcused absences. This may include homework, student reflections, and other activities

Marking Period Grade Safety Net –

Full-Year Courses

- A Safety Net of 55 will apply to Marking Periods 1, 2, 3 and 4

One-Semester Courses

- A Safety Net of 55 will apply to both Marking Periods for one-semester courses



English Language Arts Courses

TBD – Director of Humanities

631-730-1523

ELA 6- Reading Workshop (RWK6) and Writing Workshop (WWK6): 1.0 Unit Each

In English 6 students continue their exploration of reading and writing through the Teachers Workshop model, focusing on developing reading comprehension, writing, critical thinking and public speaking skills through exposure to literary and informational texts. Students will participate in a workshop model of reading and writing that supports the NYS ELA Next Generation Learning Standards, including the development of the practices of lifelong readers and writers. Students will develop speaking, listening, reading, writing skills. Students will learn through a gradual release model to become independent readers and writers who can think critically and solve problems. The integration of writing instruction across various genres will provide students with rich opportunities as teachers will blend reading and writing, infusing language and vocabulary throughout their lessons offering multiple opportunities for students to develop 21st century literacy skills. Reading and Writing workshops will be two separate courses with two different curriculums and grades.

ELA 7 (E7): 1.0 Unit

English 7 focuses on developing students writing, reading, vocabulary, and critical thinking skills aligned with the Next Generation ELA Standards. Students engage in texts including poetry, narratives, novels, articles, and short-stories. The English curriculum focuses on developing students writing based on the Teacher College Workshop model. Students engage in the writing process through the Teachers College Writing Workshop model to develop skills such as analysis, reflection, and evidence- based research. The mission of the Teacher College Writer’s Workshop is to help students become avid writers and inquirers. In addition, Teacher College prepares students for various writing tasks and helps them develop into life-long confident writers and readers. Emphasis is placed on argumentation and writing supported by accurate and relevant evidence through the units of study in Writing. Revision and editing are integral components of the writing process in grade 7.

Requirements: homework, quizzes, tests, projects, quarterly assessments, mid-term exam, final exam and NYS ELA assessment.

ELA 8 (E8): 1.0 Unit

English 8 continues to enhance students' writing, reading, vocabulary, and critical thinking skills aligned with the Next Generation ELA Standards. Students engage in texts including poetry, narratives, novels, short-stories, and independent choice reading. The English curriculum focuses on developing students' writing based on the Teacher College Workshop model. Students engage in the writing process through the Teacher’s College Writing Workshop model to develop skills such as analysis, reflection, and evidence- based research through the units of study in Writing. The mission of the Teacher College Writer’s Workshop is to help students become avid writers and inquirers. In addition, Teacher College prepares students for various writing tasks and helps them develop into life-long confident writers and readers. Emphasis is placed on argumentation and writing supported by accurate and relevant evidence.

Requirements: homework, quizzes, tests, projects, quarterly assessments, mid-term exam, final exam and NYS ELA assessment



Social Studies

TBD – Director of Humanities
631-730-1523

6th Social Studies (SS6): 1.0 Unit

This course is taught as part of the 6th grade Humanities course. Students will study the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. This course will focus on conceptual understanding, fostering student inquiry, collaboration, and informed action and integrating content and skills purposefully as outlined in the Social Studies Framework.

Requirements: tests, quizzes, homework, projects, writing assignments, and projects.

7th Social Studies (SS7): 1.0 Unit

The NYS Education Department has set the 7th grade curriculum as the first part of a complete study of United States history. The course begins with the European and Native American roots of Colonial America and continues through the economic, political, intellectual, cultural and military development of the nation through the Civil War. The development and/or reinforcement of skills such as writing, reading, research, and document analysis are emphasized. This course will focus on conceptual understanding, fostering student inquiry, collaboration, and informed action and integrating content and skills purposefully as outlined in the Social Studies Framework. The curriculum is focused on instructional and assessment strategies reflected in the New York State Social Studies Framework, inquiry approach, and historical thinking skills. The examination of historical themes and trends are also examined in this course.

Requirements: tests, quizzes, homework, quarterly assessments, mid-term exam, final exam and projects.

8th Social Studies (SS 8): 1.0 Unit

The NYS Education Department has set the 8th grade curriculum as the second part of a complete study of United States history. The course begins with the Reconstruction of the United States after the Civil War and continues through the economic, political, intellectual, cultural and military development of the contemporary era. This course will focus on conceptual understanding, fostering student inquiry, collaboration, and informed action and integrating content and skills purposefully as outlined in the Social Studies Framework.

The examination of historical themes and trends are also examined in this course.

Requirements: tests, quizzes, homework, quarterly assessments, mid-term exam, final exam and projects.



Black History Month Celebration



Hispanic Heritage Month Celebration

Mathematics

Students in Mathematics for Grades 6 – 8 experience instruction using the Math in Focus program. Problem solving is at the heart of the Math in Focus curriculum. Students will experience a unique approach based on powerful visual models, engaging hands-on activities and a consistent K-8 approach. This empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to set the stage for achievement. Students will also use digital resources including Student eBooks, Learn Videos, Mini-Games, and Virtual Manipulatives that provide easy access to tools that enhance learning

6th Grade Math Course:

Math 6 (M6): 1.0 Unit

This course follows the standards outlined by the NYS Learning Standards for Math. Instructional time will focus on five areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking. Requirements include: homework, quizzes, tests, projects, mid-year formative assessment, final exam and NYS assessment.

WIN (Whatever I Need)

This course meets every other day and acts as a supplement to the Math 6 course. In the course, students will continue working on current mathematics concepts, and will receive instructional experiences that provide extra practice, remediation, or enrichment in mathematics as determined by student performance.

7th Grade Math Courses:

Math 7 (M7): 1.0 Unit

This course follows the standards outlined by the NYS Learning Standards for Math. Instructional time will focus on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. Requirements include: homework, weekly quizzes, unit tests, quarterly exams, mid-term exam, final exam, projects, and the NYS Math assessment.

Math 7 Accelerated (M7A): 1.0 Unit

This course follows the standards outlined by the NYS Learning Standards for Math. This course is designed for students with outstanding math aptitude and work ethic and will prepare students to take Algebra I Honors in Eighth Grade. Instructional time will focus on these areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; drawing inferences about populations based on samples; formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Requirements include: homework, weekly quizzes, unit tests, quarterly exams, final exam, projects, and the NYS Math assessment.

Prerequisite: Exemplary scores on NWEA Mathematics assessments, NYS Math assessment, course report cards, and screening assessment in Math 6.

8th Grade Math Courses:

Math 8 (M8): 1.0 Unit

This course follows the standards outlined by the NYS Learning Standards for Math. Instructional time will focus on three areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Requirements include: homework, quizzes, unit tests, benchmark assessments, projects, and the NYS Math assessment.

Algebra I (C371): 1.0 Unit

This course follows the standards outlined by the NYS Learning Standards for Math. This is a high school level course which culminates with the NYS Common Core Algebra I Regents. Students will develop skills and processes to be applied to problem solving in a variety of settings including: linear equations, quadratic functions, absolute value and exponential functions, coordinate geometry, system of equations, data analysis, right triangle trigonometry and probability. Requirements include: homework, quizzes, tests, quarterly assessments, final exam. These students are exempt from the NYS Math assessment. Successful completion of this course with a minimum grade of 65, and successful completion of the associated Regents Exam of 65, will result in 1.0 high school credits in mathematics.

Please note, this course is a high school level course. This course's final grade and if applicable, associated Regents exam, will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Prerequisite: Grade of 85 + in Math 7 Honors



Science

Mr. Jack Burke - Director of STEM - 631-730-1524 - jburke@southcountry.org

Students in Earth/Space Science, Physical Science, and Life Science experience instruction using the Amplify Science program. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. In each unit of Amplify Science, students take on the role of a scientist or engineer to investigate a real-world problem, investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions. These problems provide relevant contexts through which students develop their scientific learning.

6th Grade Science Course:

6th Grade Science (Sci6): 1.0 Unit

This course follows the standards outlined by the NYS P-12 New York State Science Learning Standards. In the course, students will study Earth and Space Science. Instructional time will focus on these areas: the Earth, the Moon, and the Sun; Plate Motion; Geology and Rock Transformations; Ocean, Atmosphere, and Climate, Weather Patterns, and Earth's Changing Climate. Requirements include homework assignments, projects, tests, quizzes, labs, and participation.

7th Grade Science Course:

7th Grade Physical Science (PSci7): 1.0 Unit

This course follows the standards outlined by the NYS P-12 New York State Science Learning Standards. In the course, students will study Physical Science. Instructional time will focus on these areas: Human Energy; Force and Motion; Magnetic Fields; Thermal Energy; Phase Change; Chemical Reactions; and Light Waves. Appropriate use of metric measuring devices and mathematical manipulation is a major component of this course. Requirements include homework assignments, projects, tests, quizzes, labs, quarterly assessments, mid-term exam, final exam, and participation.

8th Grade Science Courses:

8th Grade Life Science (Sci8B): 1.0 Unit

This course follows the standards outlined by the NYS P-12 New York State Science Learning Standards. The course is designed for students who previously took Physical Science in 7th Grade. In the course, students will study Life Science. Instructional time will focus on these areas: Microbiomes; Metabolism; Traits and Reproduction; Populations and Resources; Matter and Energy in Ecosystems; Evolutionary History; and Natural Selection. In addition, students prepare for and are administered a NYS Science assessment which includes a laboratory practical and written test. This encompasses all science from 5th grade to present learning. Requirements include homework assignments, projects, tests, quizzes, labs, quarterly assessments, mid-term exam, final exam, and participation.

Biology (D404): 1.0 Units

This course follows the standards outlined by the NYS P-12 New York State Science Learning Standards and adheres to the Regents-level Living Environment curriculum. The course explores the following topics: the unity and diversity among living things; the maintenance of life in animals and plants; human physiology; reproduction and development; genetics; evolution; and ecology. Successful students will exhibit good skills in reading and writing. Requirements include homework assignments, projects, tests, quizzes, labs, quarterly assessments, mid-term exam, final exam, and participation. Written lab reports are required and their successful completion is a prerequisite for taking both the mid-term and Regents exams. This course can be used to fulfill the Living Environment course requirement for a HS Regents diploma. In addition, students prepare for and are administered a New York State Science Assessment which includes a laboratory practical and a written test. This encompasses all science from 5th grade to present learning. Successful completion of this course with a minimum grade of 65, and successful completion of the associated Regents Exam of 65, will result in 1.0 high school credits in science.

Please note, this course is a high school level course. This course's final grade and if applicable, associated Regents exam, will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Prerequisite: 90+ average in 7th grade Physical Science



World Languages Department

Ms. Monica Pullows-Tetuan – Director of ELL, Bilingual, & World Language Programs

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The increasing economic, political, and cultural interdependence of all nations requires a greater understanding of the world in which we live. The ability to communicate in a language other than English is an important component of a global perspective as language is our connection to our community and to the world.

Learning a second language provides a unique opportunity to gain access to other people and other cultures. It is the department's philosophy that all students should study foreign languages during their school careers in order to communicate effectively in our interdependent world. In addition, students may eventually choose a career in which the ability to communicate in a second language will be a key asset.

An additional benefit of learning a new language is the opportunity for students to learn about a new culture. These experiences serve to enhance a student's understanding and appreciation of his/her own culture as well as the culture of others.

Grade 6 Exploratory Language (FrenE6, Itale6, SpanE6) - Alternate Day

The exciting journey of language acquisition begins with this project based introductory exploration of Spanish, French, and Italian. Throughout the year-long exploration, students will focus on the three key areas of world language study: speaking, reading, and writing as they complete a rotation in each language (one language per quarter). In addition students will take a **Discovering World Languages and Cultures (DWL)** course for one quarter. This course will highlight the similarities, differences and connections between languages in such areas as art, music and dance, fashion and sports. The extensive use of authentic materials and immersive experiences creates the fundamental building blocks for future language and cultural studies. The Exploratory Language program engages students in learning about each language and its cultural footprint so that students may use their new understandings to choose a language to focus on in Grade 7.

Grade 7 Introduction to Language (Spanish, Italian or French):

The Grade 7 Introduction to language course provides a foundational introduction to the target language, focusing on basic vocabulary, essential grammar structures, pronunciation, and cultural aspects of target language -speaking countries, enabling students to understand and use simple phrases for everyday conversations while developing listening, speaking, reading, and writing skills in Spanish. Thematic and situational contexts will be used to foster speaking fluency through a project based learning approach. Culminating projects will focus on speaking and presentation skills. Multiculturalism will also be highlighted in the course. Students will practice the language in all modalities through collaborative learning experiences and practical applications.

Grade 8 Spanish I:

The Grade 8 Spanish I course is a continuation of the coursework begun in seventh grade and should lead into the second year course of the language in the ninth grade. Students will gain increased proficiency in interpretive, presentational, and interpersonal communication as well as cultural understanding. The course is a project based, student-centered course that engages students in building vocabulary and the development of oral language in the target language through the use of authentic materials and immersive experiences.

This course culminates with the students taking a locally developed examination. Successful completion of this course with a minimum grade of 65, and successful completion of the locally developed examination of 65, will result in 1.0 high school credits in world language.

Please note, this course is a high school level course. This course's final grade and the associated exam will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Grade 8 French I :

The Grade 8 French I course is a continuation of the coursework begun in seventh grade and should lead into the second year course of the language in the ninth grade. Students will gain increased proficiency in interpretive, presentational, and interpersonal communication as well as cultural understanding. The course is a project based, student-centered course that engages students in building vocabulary and the development of oral language in the target language through the use of authentic materials and immersive experiences.

This course culminates with the students taking a locally developed examination. Successful completion of this course with a minimum grade of 65, and successful completion of the locally developed examination of 65, will result in 1.0 high school credits in world language.

Please note, this course is a high school level course. This course's final grade and the associated exam will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Grade 8 Italian I:

The Grade 8 Italian I course is a continuation of the coursework begun in seventh grade and should lead into the second year course of the language in the ninth grade. Students will gain increased proficiency in interpretive, presentational, and interpersonal communication as well as cultural understanding. The course is a project based, student-centered course that engages students in building vocabulary and the development of oral language in the target language through the use of authentic materials and immersive experiences.

This course culminates with the students taking a locally developed examination. Successful completion of this course with a minimum grade of 65, and successful completion of the locally developed examination of 65, will result in 1.0 high school credits in world language.

Please note, this course is a high school level course. This course's final grade and the associated exam will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

** The World Language course of study at the Bellport Middle School serves as an introduction to the Regents with Advanced Designation Diploma sequence and fulfills the New York State Regents Diploma Requirement.*

Art



Ms. Barbara Gallagher – Department Chairperson
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6th Grade Art Course:

6th Grade Art (Art6): .25 Unit Sixth grade students attend art class for 20 weeks on an alternate day basis. Students will be exposed to the elements and principles of design through sequential units of success oriented lessons. Major units of study will include: drawing, painting, design, printmaking, sculpture, crafts a mixed media and art history. Requirements: projects.

7th Grade Art Course:

7th Grade Art (Art7): .5 Unit Students will explore design through the understanding of the elements and principles. Students will be introduced to various art movements, techniques, styles and famous works of art through 3 dimensional/craft based assignments. Course work is designed around sequential units of success oriented tasks. The major units of study include: line, texture, value, color, shape, form and space. Requirements: projects.

Art 7 Advanced (Art7A): .5 Unit Students in the seventh grade fine art class are introduced to a variety of methods and techniques in this one year course. Course work is designed around sequential units of study involving the elements and principles of design. Emphasis is placed on the exploration of materials and self-expression. During the two –dimensional portion of this class, students will become acquainted with several types of drawing techniques with different media. The three-dimensional portion of this class allows students to use techniques such as carving, casting, modeling and assembling to create sculpture. Requirements: sketchbook and projects.

Prerequisite: Final grade of 93 or above in 6th grade Art.

8th Grade Art Course:

8th Grade Art (Art8): .5 Unit Students will gain confidence in their drawing abilities and experiences in three-dimensional design through the understanding of the elements and principles of design. Students will be introduced to various art movements, techniques, styles and famous works of art. Course work is designed around sequential units of success oriented tasks. The major units of study include: line, texture, value, color, shape, photography, form and space. There will be 3-5 design problems within each of these areas. Art history will be infused throughout the curriculum as well as the enhancement of critical evaluation and analytical judgment skills. This course will include differentiated instruction based on student skill level. Requirements: sketchbook, projects.

8th Grade Studio in Art (ArtS): 1 Unit This is a comprehensive foundation course. Studio in Art is a one credit, full year course that may be taken to satisfy the art/music requirement for graduation. Projects will be based on two and three dimensional work. Activities will include drawing, painting, crafts, pottery, sculpture, and other media. Skill development will be based on compositional techniques, media development and color theory. This course will include study in the diversity of other cultures which have contributed to the visual arts. Requirements: Sketchbooks/Notebook, Projects, Written Examinations.

Please note, this course is a high school level course. This course's final grade will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Prerequisite: Final grade of 93 or above in 7th grade Art or Art 7 Advanced

Family and Consumer Sciences



6th Grade Family and Consumer Science (fsc6): .25 Unit The main focus of this course is to give students experience in all areas of Home & Careers. In the food science unit students will practice skills needed for proper nutrition, prepare snack foods using the microwave, and follow recipe directions. Safety skills will be implemented in the cooking labs, as well as in the family environment. Throughout the home safety unit the students will explore a house that is unsafe. They will realize that a safe house needs a fire extinguisher, smoke detectors and other safety precautions. In the textile unit, they will learn how to operate a sewing machine, sewing equipment and create a machine-sewing project. Organizational skills and modern technology will be used to meet the state standards. Grade is determined by: notebook, class work, test/quizzes, cooking labs and projects.

8th Grade Family and Consumer Science (fsc8): .5 Unit The main focus of this course is to give students experience in all areas of Home & Careers. The food science unit will consist of basic nutrition and nutrition labeling. Setting the table and table manners will be stressed throughout the foods unit. Manners will be addressed for everyday usage including proper etiquette for the cell phone, internet safety as well as social media. In the textile unit the students will review basic sewing equipment, sewing safety, laundry, and complete a sewing project by hand. The interior design unit will allow students to decorate a house using templates, the color wheel and all aspects of design layout. Throughout the consumer unit the students will become lifelong learners as they follow directions, set goals, budget, practice teamwork and organizational skills. Students will explore careers on designated internet sites, learn interviewing skills, and complete a professional resume on the computer. Organizational skills and modern technology will be used to meet the state standards. Grade is determined by: notebook, class work, test/quizzes, cooking labs and projects.



Physical Education & Health

Martino Sottile– Athletic Director
631-730-1597

Physical Education Courses:

Physical Education (PE 6/7/8): .5 Unit This course is a yearly requirement for each student and is an important part of a student's overall educational experience. Students will participate in various activities that focus on lifelong fitness and health, team sports and adventure education. Students' fitness will be tested twice a year using as a basis, the Presidential Physical Fitness Tests. These include tests of agility, muscular strength and endurance, cardiovascular endurance, and flexibility. The team sports that may be covered include but are not limited to football, soccer, team handball, basketball, badminton, softball and volleyball. Students will learn these sports through skill practice and game play. All of the activities presented are designed to include all students and emphasize communication, problem solving, teamwork, collaboration and self-confidence. The Physical Education program not only promotes a continuing appreciation for lifelong fitness but always stresses the importance of physical activity and mindfulness. Additionally, the department recently added yoga and back yard games.
Requirements: appropriate attire and class participation.

Adapted Physical Education (pead): .5 Unit Adaptive physical education is a New York State mandated program made available to the student who is physically or emotionally restricted to small group activity. The student in adaptive PE must be recommended by the Committee on Special Education (CSE). The course is designed to work individually with each student's limitations, building toward a more successful total fitness level and lifestyle.

7th Grade Health Course:

Health (hlth7): .5 Unit This course integrates the physical, mental, emotional and social aspects of health as required in the state curriculum. Such topics include: self-esteem, stress management, relationships, communication, nutrition, physical activity, substance abuse prevention, puberty, reproduction, abstinence, HIV, STI prevention, communicable and non-communicable diseases, violence, injury prevention and consumer health and safety. Requirements: homework, notebook, quizzes, tests, projects, midterm and final exams.

Business & Technology

Business

Computers 1 (Comp1): 0.5 Unit Computer literacy is essential for success in today's common core classroom, college and the workplace. Learning computer applications and touch typing will provide students with skills they need to complete technology integrated tasks. This half credit course is offered to 7th and 8 grade students. In this course, students will use Microsoft Office/Google Applications to gain an understanding of word processing, spreadsheet, database, presentation and desktop publication applications. Students will also learn touch typing skills to improve overall keyboarding speed and proficiency. Successfully completing this course helps prepare students for high school, college and careers. Students will also be prepared to take Computer Applications 2 as well as advanced courses at the High School.

Computers 2 (Comp2): 0.5 Unit This half credit course is offered to 8 grade students. Computer Applications 1 is recommended but not required. In this course, students will review and build upon the foundation skills learned in Computers 1. They will use Microsoft Office/Google Applications to gain an understanding of advanced word processing, spreadsheet, database and presentation applications and application integration. The course infuses Career Readiness and Personal Finance skills through computer projects. Students will also be introduced to coding and Web Design in the course. Successfully completing this course helps prepare students for high school, college and careers. Students will also be prepared to take advanced courses at the High School.

Career and Financial Management (CFM): 0.5 Unit A course designed to develop basic skills needed to prepare students for the workforce and independent living. Students will focus on career exploration, how to get a job and write a resume and succeed on an interview as well as managing personal finances. In addition, student will learn how to open and use a bank account, get a credit card and apply for a loan.

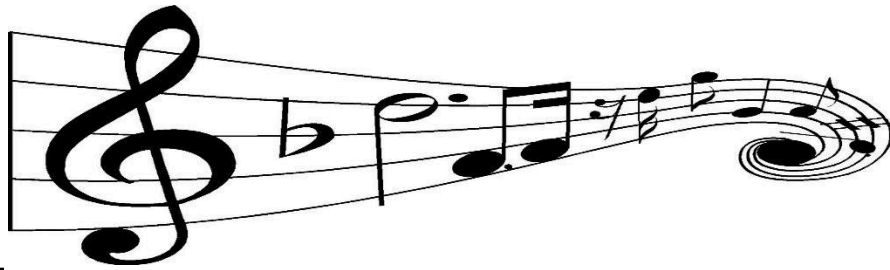
Please note, this course is a high school level course. This course's final grade will be posted to the student's permanent high school transcript. The final course grade earned for this course will be calculated into a student's overall high school cumulative grade point average and credits earned may be used towards graduation requirements.

Technology

7th Grade Technology (tech7): .5 Unit This course provides students with an opportunity to further expand upon their knowledge of the human-made world and to develop further develop their technological literacy. Through designing, building and testing activities students model solutions to real world problems and develop an understanding of technology in the past, present and future. The course engages learners in critical thinking as they design and develop products and learn about systems. Students will learn about tools and machine safety to produce hands-on projects. Some of the projects may include: Mechanical drawing, Bow Saw, Bridge construction/ testing, wood name tag, soma cube, Rube Goldberg project, pencil holder, Spinning top mechanical drawing and project.

8th Grade Technology (tech8): .5 Unit This course involves technical literacy, design, building and testing activities. Students gain more experience with problem solving, working with tools and machines. They will develop their ability to read and follow specific technical directions. Some possibilities of projects include an airplane and an Air compressed dragster, along with design to construct an effective wind turbine, birdhouse, scroll saw project and a mousetrap-powered vehicle. Depending on the project, in-depth mechanical drawing developments and/or design development sketching of the parts they will use to construct their projects will be included





MUSIC

Mrs. Angelina Wasson – Department Chairperson
631-730-1622 AWasson@southcountry.org

***Please note that a yearly teacher recommendation is required to continue in all music performance classes.**

6th Grade Band (musb6): 1.0 Units The sixth grade band is a performing ensemble consisting of woodwind, brass and percussion instruments which rehearses on a daily basis at Bellport Middle School. Participation in this group is based on the successful completion of the Frank P. Long band program with recommendation by the 5th grade band director. In the event that there should be a late entrant, proficiency at a 6th grade level must be demonstrated prior to acceptance in the program. Requirements: Daily home practice, lesson attendance and participation in both the winter and spring concerts.

7th Grade Band (musb7): 1.0 Units The seventh grade band is a performing ensemble consisting of woodwinds, brass and percussion instruments which rehearses on a daily basis at Bellport Middle School. Participation in this group is based on the successful completion of the sixth grade band program with recommendation by prior year's director. In the event that there should be a late entrant, proficiency at a 7th grade level must be demonstrated prior to acceptance in the program. Requirements: daily rehearsals, weekly lessons on a rotating basis and the winter and spring concerts. The seventh and eighth grade bands also perform at the Memorial Day parade.

8th Grade Band (musb8): 1.0 Units The eighth grade band is a performing ensemble consisting of woodwinds, brass and percussion instruments which rehearses on a daily basis at Bellport Middle School. Participation in this group is based on the successful completion of the seventh grade band program with recommendation by prior year's director. In the event that there should be a late entrant, proficiency at an 8th grade level must be demonstrated prior to acceptance in the program. Requirements: daily rehearsals, weekly lessons on a rotating basis and the winter and spring concerts. The seventh and eighth grade bands also perform at the Memorial Day parade.

6th Grade Chorus (musc6): 1.0 Units The objective of the sixth grade chorus is to develop vocal technique towards a more mature and professional technique in a disciplined group setting. A variety of music will be rehearsed and performed in two school concerts. The choral music will include classical, holiday and popular styles. Students will also learn the rudiments of sight singing and score-reading, and will be coached to refine pitch-matching and rhythmic skills, including drills in 2- and 3-part harmony. Requirements: attendance at the winter and spring concerts.

7th & 8th Grade Chorus (musc7/8): 1.0 Units The objective of the seventh and eighth grade chorus is to introduce students to basic music theory, solfege syllables, and to engage in part and solo singing. A variety of musical styles are explored including Renaissance, Baroque, Classical, contemporary, patriotic, jazz, and show choir. Students will have exposure to a number of different languages as we explore our musical roots and celebrate the ethnic diversity of our student population. Requirements: class participation in warm-ups, sight-singing, lessons and the rehearsal of selected choral octavos. Students perform at both the winter and spring concerts. Participation at dress rehearsals and concerts are mandatory.

6th Grade Orchestra (muso6): 1.0 Units The goal of sixth grade orchestra is to further develop both the technical and musical skills of the students through a variety of music and exercises performed both in orchestra rehearsals and group lessons. Technical issues will include, but are not limited to: bowing, left-hand fingering in first, half and third positions, *pizzicato* playing and posture. Musical issues will include, but are not limited to: articulation, dynamics and stylistically appropriate decision-making. Students will also be exposed to a greater variety of music including selections from the classical repertoire, folk music, popular selections and world music. Requirements: attendance at the winter and spring concerts. Prerequisite: Recommendation from intermediate school orchestra director.

7th Grade Orchestra (muso7): 1.0 Units Students participating in orchestra will actively engage in the performance of orchestral music while being exposed to music of various genres and time periods. Student's musical vocabulary and appreciation for music will grow as they will be introduced to numerous bowing styles, technical markings, shifting positions on their instruments, dynamics and vibrato. Students will attend weekly lessons on their instrument to reinforce material from rehearsals. Requirements: students will participate in a winter and spring concert as a culmination of their music literature studies each semester. Participation at dress rehearsals and concerts are mandatory.

8th Grade Orchestra (muso8): 1.0 Units Students participating in orchestra will actively engage in the performance of orchestral music while being exposed to music of various genres and time periods. Student's musical vocabulary and appreciation for music will grow as they will be introduced to numerous bowing styles, technical markings, shifting positions on their instruments, dynamics and vibrato. Students will attend weekly lessons on their instrument to reinforce material from rehearsals. Requirements: students will participate in a winter and spring concert as a culmination of their music literature studies each semester. Participation at dress rehearsals and concerts are mandatory.

General Music 6 (musgm6): 1.0 Units This course is designed to provide an introductory examination of the elements of music; melody, harmony, rhythm, tone, form, tempo and dynamics. Students will be given the opportunity to explore instrument families and create and build their own instrument. Units throughout the year include composition, piano and study and the development of simple performance skills.

General Music 7 (musgm7): .5 Unit The objective of this course is to familiarize and sensitize students to the history, performance, artistry and social impact of music in our culture. Included in the curriculum is a condensed history of musical trends from the dawn of civilization to the present, with emphasis on 20th century popular music including rock, rhythm and blues, and American Musical Theater. Several musicals will be viewed, analyzed and compared, with emphasis on choreography, lyrics and music as propulsive/ emotive forces. Analysis and focused awareness of film soundtrack music, including a comparison of compositional techniques for mood setting, application of source music and "film-spotting" philosophies.

General Music 8(musgm8): .5 Unit- Students in this course continue developing their appreciation of music through comparison of styles, genres and composers. Composition is a major component of this class with students writing for traditional and non-traditional instruments as well as creating electronic loop compositions. At the end of this class, students will have developed the piano skills necessary to perform more complex rhythms and melodies.

Beginner Instrumental Performance: 1.0 Unit - The Beginner Instrumental Performance course is a performing ensemble consisting of band and string instruments that rehearses on a daily basis at. Participation in this group is based on the successful completion of one year in the Bellport Middle School General Music class with recommendation by the general music teacher in consultation with the performance ensemble director. In the event that there should be a late entrant, proficiency at a 6th grade general music level must be demonstrated before acceptance into the program. Successful completion of this course, with teacher recommendation, fulfills the pre-requisite for enrollment into standard performance ensemble courses at BMS. Requirements: If the school cannot provide an instrument, students must provide their own. Daily home practice and attendance of winter and spring concerts.

Prerequisite: One year in BMS General Music and music teacher recommendation or with approval by the District Music Chairperson.

Modern Instruments: 0.5 Unit- Throughout this course students will engage with modern instruments in a way that will enable them to perform, record, and produce their own music. Students will engage in reading musical notation and tablature to aid them in arranging and composing their own musical works.

Prerequisites: This course has been designed for 7th and 8th grade students who have successfully completed a General Music course at Bellport Middle School with a minimum grade of a 85+ and upon the recommendation of their Bellport Middle School General Music teacher.

Music Technology: 0.5 Unit- The objective of this course is to familiarize students with how music technology is used to influence the creative process and media today. Students will learn to create and organize sounds, then use technology software to shape, edit, mix and produce a final product. The units that will be studied in this course include; Music Technology, DAW Software, Digital Compositions, Music and Media. Creative thinking skills will be utilized throughout the creative process of this course. Basic computer skills will be practiced, aligning with the Bellport Middle School computer technology curriculum.

Prerequisite: This course has been designed for 7th and 8th grade students who have successfully completed a General Music course at Bellport Middle School with a minimum grade of a 85+ and upon the recommendation of their Bellport Middle School General Music teacher.





Academic Services and Support

TBD – Director of Humanities - 631-730-1523

Mr. Jack Burke - Director of STEM - 631-730-1524 - jburke@southcountry.org

READING

Reading AIS is designed to assist students in elevating their literacy skills. The course will provide students with a variety of reading opportunities and strategies designed to focus on reading engagement, improve and reinforce comprehension strategies and build academic vocabulary across all content. Students will be given the tools to develop goals, and each strategy is cross-linked to skills, genres, and reading levels. Students are recommended for this class based on multiple data, including one or more indicators on the: NYS ELA, Measures of Academic Progress (MAP) Reading, Lexile Level, and/or the Fountas & Pinnell Benchmark Assessment.

Reading Support 1 is an intensive, small-group, supplementary literacy intervention for students who require support in reading and writing. The teachers work with students on improving their reading and writing skills and helping them meet the rigor and expectations of grade level coursework. Students are recommended for this class based on multiple data, including one or more indicators on the: NYS ELA, Measures of Academic Progress (MAP) Reading, Lexile Level, and/or the Fountas & Pinnell Benchmark Assessment.

Reading Support 2 is a structured literacy program based on phonological-coding research. This program utilizes a systematic and cumulative approach.; through the program, students learn fluent decoding and encoding skills to the level of mastery. Students receive instruction in phonemic awareness, decoding and word study, sight word recognition, spelling, fluency, vocabulary, oral expressive language development, and comprehension. Students are recommended for this class based on multiple data, including one or more indicators on the: NYS ELA, Measures of Academic Progress (MAP) Reading, Lexile Level, and/or the Fountas & Pinnell Benchmark Assessment.

MATHEMATICS

Math Lab (ML 7/8): This course is designed to assist 7th and 8th grade students who require additional assistance in math. The course focuses on meeting students at the level they are currently at in math and works to close the gaps that may exist. Multiple measures are used to determine student placement.



ENL Department (English as a New Language)

Ms. Monica Pullows-Tetuan – Director of ELL, Bilingual, & World Language Programs

631-730-2118 mtetuan@southcountry.org

The English as a New Language Program provides English Language Learners (ELL's) a research-based program comprised of two components: a content area instructional component in English (which may include all core content, i.e. English language arts, math, science, or social studies) with home language support and appropriate scaffolds, and an English language development component (Stand-alone and/or Integrated English as a New Language).

English as a New Language English Language Proficiency Levels Grades 6-8:

- Beginner/ Entering
- Low Intermediate/Emerging
- Intermediate/ Transitioning
- Advanced/Expanding
- Proficient/Commanding

ENL Course Offerings – Grades 6-8:

- **Stand-alone English as a New Language** is designed to provide English Language Learners with language instruction that supports the development of academic English needed for success in core content courses.
- **Integrated English as a New Language** is designed to provide English Language Learners with core content area instruction (i.e. English language arts, math, science or social studies) and English language instruction through a co taught teaching model or one dually certified teacher.
- **Home Language Arts** is designed to provide English Language Learners with Language Arts instruction in the student's home language. Instruction in this course is aligned to the New York State learning standards for English Language Arts and Literacy and the English Language Arts curriculum of the school district and shall focus on literacy and language development in the home language.
- **Home Language Literacy Support** is designed to provide instruction for newly arrived English Language Learners with interrupted or inconsistent formal education who require foundational literacy instruction, in their home language.

Special Education Continuum of Services

Mrs. Kerry Carson – Director of Special Education
631-730-1788 kcarson@southcountry.org

Mrs. Jessica Prush – Assistant Director of Special Education
631-730-1789 jprush@southcountry.org

Erin Cawley - Secondary Chairperson
631-730-1782

A full continuum of services is available to meet the needs of children as recommended by the Committee on Special Education (CSE). The CSE develops Individualized Educational Programs (IEP) to address each student's specific learning needs. The continuum of services includes related services, resource program, integrated co-taught classes and special classes.

Resource Room (RR 6/7/8): The resource room program is designed for students with disabilities who are mainstreamed, but require academic support from a special education teacher for one period a day. The program is comprised of students with minimal to moderate academic, social, management, and/or physical needs. The class focuses on organizational and study skills; as well as meeting the goals addressed in the IEP.

Integrated Co-Taught (I): The integrated co-taught program is a general education class, specifically designed for students with disabilities. The program is comprised of students with moderate to significant academic, social, physical, and/or management needs. The students receive instruction from a special education and general education teacher within a general education classroom setting. The curriculum is based on the NYS common core standards for the subject area, and instruction is modified to meet the specific individual needs of the special education student. The students are responsible for the NY State general education assessments.

Special Class Program: The Special Class program is designed for students with disabilities who require the support of a special education teacher in a departmentalized special education setting. The program is comprised of students with moderate to severe academic, social, physical and/or management needs. Instruction is delivered in a small group setting. Special Class is delivered in a 15:1 special class size ratio as determined by the CSE based on the student's individual needs. The curriculum is based on the NYS Common Core Standards for the subject area. Instruction is modified to meet the needs of the special education students. The students are responsible for the NY State general education assessments.

Special Class -Life Skills (LS): The Life Skills program is comprised of students with moderate to severe developmental delays in academic, social, physical and management needs. They receive full-time instruction in a modified NYS Common Core Standards-based curriculum from a special teacher in a special education setting. The students participate in the New York State Alternate Assessments.

Special Class 12:1:4 The 12:1:4 and classes are highly structured classrooms that utilize Applied Behavioral Analysis to plan and implement academic programs and behavioral intervention for special education students. Instruction is driven by data collection and analysis. Instruction occurs in a variety of settings that include one to one instruction, dyads, and small and large groupings. Academic programs are monitored by data collection and teacher observation. Visual schedules and cues are utilized to increase predictability in routines and student independence during the daily classroom routine. Reinforcement token systems are implemented throughout the day.

All IEP and 504 requirements are met with appropriate course assignments

Student Support Services

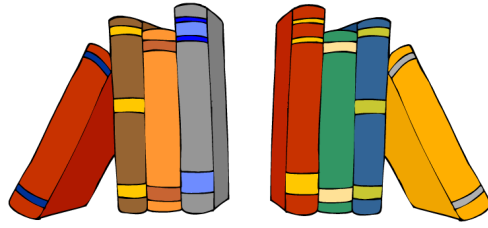
School Counselors: School Counselors are part of the Student Support Team and work with students individually, in group and classroom setting to promote positive academic, social emotional and college and career outcomes. Counselors help with a wide variety of student concerns while promoting a culture of accountability and personal growth. Some of the services provided by the Middle School Counselors include individual and group counseling intervention, academic intervention, social emotional skills and classroom lessons, college and career programming and planning, crisis intervention and referrals to outside agencies. All students meet individually with their counselor at least once a year to discuss social emotional wellbeing, academic achievement, career planning and goal-setting.

Reflection Room: The Bellport Middle School Reflection Room offers an opportunity for students to reflect upon challenging situations, thoughts, and feelings away from the immediate class environment. Its purpose is to empower students to recognize and regulate their internal emotional states in a healthy, productive way, which is a skillset that will benefit them throughout the rest of their lives. Visiting the BMS reflection room provides students with an acceptable amount of time, space, and resources to gain a fresh perspective conducive for effective planning for school success. It is designed to be a relaxing space suitable for students with both internalizing and externalizing coping tendencies.

Psychologists: Our psychologists are available to assist students, parents and guardians with questions that may arise regarding special education services. The psychologists conduct all psychological evaluations required for Special Education placement and the re-evaluations that are required for the continuation of services. The psychologists work to ensure that your student's IEP is being followed and that they are placed into the appropriate special education programs based on teacher recommendations and academic progress. The psychologist serves as the chair of the Committee on Special Education meetings and schedules them as well. In addition, the psychologists assist in any crisis situations that may arise in the building and/or district wide if necessary and is a member of the District Wide Crisis Team as well as the Building Based Crisis Team.

Social Workers: Our School Social Workers are trained, licensed mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success. School Social Workers assist with home visits and truancy intervention, social emotional & behavioral assessment, direct services (individual/group counseling services, social and emotional learning) and consultation for behavior intervention plans. School Social Workers also develop staff in-service training programs such as suicide prevention, anti-bullying, peer mediation and our *World of Difference* program. School Social Workers facilitate social/emotional groups to help children develop social emotional skills and resiliency. In addition, our School Social Workers also assist in any crisis or conflict situation that may arise in the building and/or districtwide if necessary and are members of the *District Wide Crisis Team*, as well as the building based *Crisis Team*. Our team of School Social Workers are culturally proficient in addressing the needs of our diverse school community.

Library Media Center



The mission of the Bellport Middle School library is to lead students toward active, lifelong learning. The library is an integral part of our school, providing students with resources, literature and support in a safe and welcoming environment. With a discerning eye, students learn to access, evaluate and utilize information for personal knowledge and academic success. We use a variety of online and hands-on resources to create a library program that reflects the needs of our students, faculty and staff. We strive to curate a collection that is inclusive and reflective of our school community in both non fiction and fictional literature. Coding with robots and standards based games that require students to use collaboration, creativity, critical thinking and communication are part of our curriculum and encourage students to grow as innovative learners.

NOTES