



Blue Mountain Middle School

A Dynamic, Innovative, and Supportive Educational Community

2025 - 2026 Course Catalog and Program Overview



Hendrick Hudson School District

Mission Statement

The Mission of the Hendrick Hudson School District, a dynamic, innovative, and supportive educational community, is to ensure students are engaged, passionate learners who achieve their maximum potential and contribute to society.

This is accomplished in a system characterized by:

A culture of the highest expectations for all;

A rigorous, articulated curriculum;

Diverse, effective instructional strategies and resources;

An educational environment that is challenging, creative, exploratory, accessible, and nurturing; and

A fully engaged, supportive community.

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Table of Contents

Planning a Course of Study.....	5
School Counseling Services.....	5
Program Requirements for Middle School.....	9
Module Time Schedules.....	12
Student Schedules.....	14
Grading, Report Cards, Progress Reports.....	15
Course Descriptions.....	16
• Language English Arts.....	16
• Mathematics.....	17
• Science.....	20
• Social Studies.....	21
• World Languages.....	23
• Music.....	24
• Physical Education.....	27
• Health Education.....	28
• Unified Arts.....	29
• Reading.....	33
• English as a New Language.....	33
Student Assessments and Progress Monitoring.....	34
After-School Homework Help Program.....	36

Planning a Course of Study

Planning a course of study involves input from the student, parent, teacher, state requirements and school counselor. The Blue Mountain Middle School counselors' role in programming is to assist students in proper planning and course selection.

School Counselors help to:

- Establish realistic goals
- Interpret the course offerings in each of the subject area
- Explain prerequisites and grade promotion requirements
- Assist students and parents in making elective choices

School Counseling Services

Mission Statement

All students in the Hendrick Hudson School District have access to student support staff that will assist students in developing their academic, personal/social, and career college skills. Through a comprehensive student support program, students will:

- Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.
- Experience greater self-awareness and responsible decision making.
- Develop interpersonal and affective competencies critical to realizing and achieving their potential.
- We educate our students to become respectful and responsible towards self and others.

Hendrick Hudson School Counselor Belief Statements

School counselors at Hendrick Hudson School District believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards.
- Counselors advocate for all students.
- Students are challenged and actively involved through methods of instructions.
- Counselors are responsive to the developmental needs of all students.
- Personal responsibility for learning is cultivated and developed.
- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Students' individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where respect, appreciation of differences, and civility are modeled by all.
- Families are encouraged to take an active, supportive role in their education and ensure that basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

School Counselor Assignment

At Blue Mountain Middle School, students are assigned to a counselor from the first day of 6th grade throughout their middle school years until the last day of school as 8th grade students. Staying with students this way ensures that counselors get to know each and every student, and be able to bond with students and to build strong relationships. Counselor's key responsibilities include:

- Helping with course selection
- Developing life skills like time management and conflict resolution
- Providing individual and group counseling
- Collaborating with teachers and families
- Assisting in crisis situations

Counseling Office Contact Information:

Phone: (914) 257-5765

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Mrs. Beth Gagné	School Counselor - Grade 6	Beth.Gagne@henhudschools.org
Mr. John Morotti	School Counselor - Grade 7	John.Morotti@henhudschools.org
Mrs. Deborah Cardenas	School Counselor - Grade 8	Deborah.Cardenas@henhudschools.org
Ms. Jintana Thammapongboworn	Secretary - Counseling Office	Jintana.T@henhudschools.org

Student Services (School Social Workers/School Psychologist)

School Social Workers - As school social workers in the Hendrick Hudson School District, we are committed to providing mandated counseling services to our Special Education students in the academic setting and to provide a safe space for all students to express their emotions/feelings without judgment. We strive to be positive role models and to work with integrity. We are committed to collaborating with administration, faculty, staff, families and the community to ensure equity in the academic setting for all students.

- Members of the District Wide Pupil Personnel Services Team which includes Psychologists and Social Workers
- Provides students in crisis situations to provide safety assessments, service referrals, social emotional support and de-escalation strategies.
- Provides mandated individual and group counseling for Special Education students.
- Members of the clinical and student services team which provides wrap around services and support for students and families.
- Assesses building level crisis' and conducts risk/threat assessments in collaboration with the school safety team.
- Provides building level counseling interventions and assists families in providing resources for community counseling services.

- Collaborates with administration, counselors, nurse, school resource officer, student assistance counselor and faculty/staff to ensure the social/emotional needs of all students are met.
- Collaborates with community resources and provides liaison services for the Department of Social Services and Child Protective Services, Probation and Police Departments, Mental Health agencies, hospitals and medical facilities.
- Collaborates with administration and attendance office to provide families support to improve outcomes for student attendance and truancy.
- Ensures inclusivity, awareness and understanding when providing services for all students.

School psychologists - As school psychologists in the Hendrick Hudson School District, we are providers of mandated counseling services to our Special Education students in school. We offer a supportive and understanding environment for all students to express their emotions/feelings without judgment. We endeavor to be a positive influence for our students, facilitating social-emotional and behavioral growth. We instill tools, strategies, and skills in our students, based on their individual needs. School psychologists are also involved in assessing/testing students' functioning and evaluating educational/learning needs. After evaluation, we provide supportive recommendations as appropriate. In all that we do, we strive to work with integrity. We are committed to collaborating with administration, faculty, staff, families and the community to ensure equity in the academic setting for all students.

- Members of the District Wide Pupil Personnel Services Team which includes psychologists and social workers.
- Provides students in crisis situations to provide safety assessments, service referrals, social emotional support and de-escalation strategies.
- Provides mandated individual and group counseling for special education students.
- Members of the clinical and student services team which provides wrap around services and support for students and families.
- Assesses building level crisis' and conducts risk/threat assessments in collaboration with the school safety team.
- Assists families in connecting them with resources for community counseling services.
- Psychological, educational, social-emotional-behavioral assessments and educational planning/recommendations.
- Collaborates with administration, school counselors, nurse, school resource officer, student assistance counselor and faculty/staff to ensure the social/emotional needs of all students are met.
- Ensures inclusivity, awareness and understanding when providing services for all students.

Student Assistance Services (SAS) - A Student Assistance Counselor provides support and guidance to students to help them overcome academic, social, emotional, and behavioral challenges. Key services includes:

- | | |
|-----------------------------|--|
| ● Comprehensive assessment | ● Psychiatric evaluation |
| ● Individual counseling | ● Medication evaluation and management |
| ● Family counseling | ● Parent consultation |
| ● Substance abuse screening | ● Crisis intervention |
| ● Group counseling | |

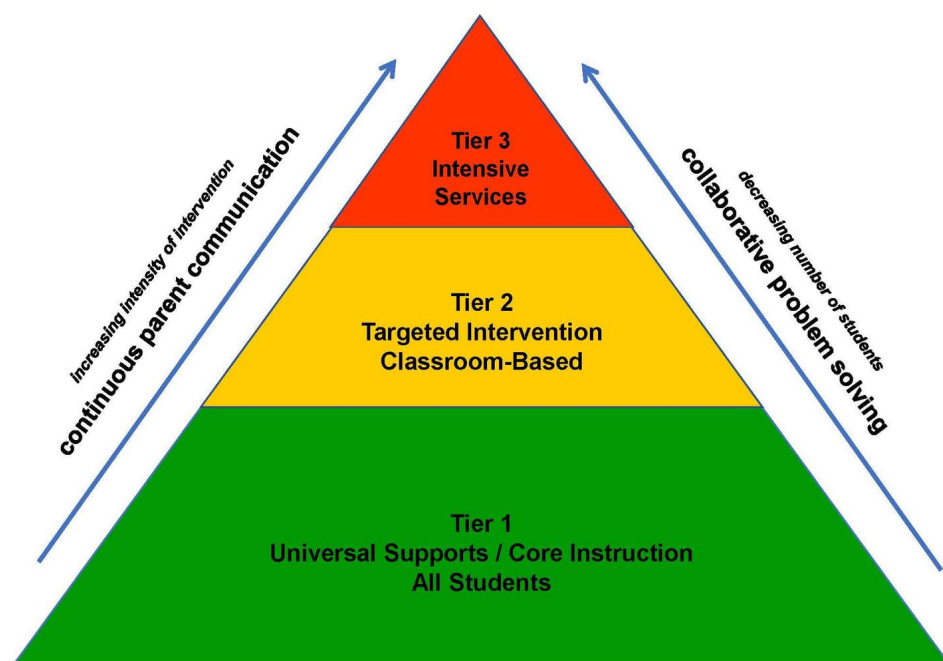
School Resource Officer (SRO) - A School Resource Officer as a sworn officer assigned to a school on a long-term basis trained to perform three major roles: law enforcement officer, law-related counselor, and law-related educator. In addition, the officer works in collaboration with the school and the community as a resource for safety and security issues. Furthermore, the role of the SRO is to develop strong community relationships with students, staff and parents.

Student Services Contact Information:

Ms. Stefanie Westrick	School Social Worker	Stefanie.Westrick@henhudschools.org
Mrs. Ivelisse Villalona	School Social Worker	Ivelisse.Villalona@henhudschools.org
Dr. Jennifer Lupiani	School Psychologist	Jennifer.Lupiani@henhudschools.org
Dr. Julia Dubrow	School Psychologist	Julia.Dubrow@henhudschools.org
Mrs. Lisamaria Albanese	Student Assistance Counselor	Lisamaria.Albanese@henhudschools.org
P.O. Michael Kressman	School Resource Officer	Michael.Kressman@henhudschools.org

Multi-Tiered Systems of Supports (MTSS)

MTSS is a framework used in education to provide academic, behavioral, and social-emotional support to all students through data-based decision-making. It uses a tiered approach where support becomes more intensive as needed, starting with universal, high-quality instruction for all students (Tier 1) and moving to targeted interventions for small groups (Tier 2) and intensive support for individual students (Tier 3).



The goal is to identify and address student needs early to promote success in a proactive and preventative way. MTSS process includes:

- Identification of Concerns: If a student presents academic, socio-emotional, or behavioral concerns, these concerns are brought to the attention of the student's grade-level team.
- Grade-Level Team Discussion: The student is discussed during grade-level meetings by their teachers. Interventions are identified and implemented based on the student's specific needs.
- Progress Monitoring: The student's response to the interventions is monitored to determine if progress is being made.
- Follow-Up Review: The grade-level team reconvenes to review the student's progress. If improvement is observed, interventions may continue or be adjusted as needed. This cycle may repeat multiple times.
- Referral to MTSS Committee: If the student shows little or no improvement after repeated cycles, they are referred to the MTSS committee. The committee includes building and district-level administrators, teachers, special education teachers, school counselors, and clinicians.
- Committee Intervention Planning: The MTSS committee determines additional interventions tailored to the student's needs.
- Continued Progress Monitoring: The student's progress is closely monitored to assess the effectiveness of these new interventions.
- Adjustment of Interventions: If the student continues to show minimal improvement, interventions are revised and re-implemented until measurable progress is observed.

Program Requirements for Middle School Grade 6-8

Grade 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
- Science
- English Language Arts, including reading writing, listening, and speaking
- Social studies, including geography and United States history
- The Arts, including music
- Career Development
- Health and Physical Education

Additionally, students may receive bilingual education and/or English as a New Language instruction if their need is established.

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
- Physical education
- Health education
- 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
- Career development and occupational studies.

Accelerated / Honors Program

The goals of the Honors Program offered at Blue Mountain Middle School are to:

Provide students with rigorous, challenging coursework that will prepare them for advanced courses and a Regents Diploma with Advanced Designation in High School. Provide increased opportunities and preparation for students to receive high school credit while in middle school.

These programs will focus on continuing the accelerated strand for Math and Science and Foreign Language.

Special Education

Blue Mountain Middle School provides a spectrum of programs and services to meet the needs of students with Individualized Education Plans (IEP). Students with IEPs are placed in classes based on the recommendations of the Committee on Special Education. It is through the Committee on Special Education (CSE) that specific programs are recommended. Special Education teachers provide differentiated instruction based on student's strengths, challenges and individual learning styles.

All courses listed in this book are available to students who are classified by the District's Committee on Special Education (CSE). The focus of the department is both remedial and academic. The courses are structured to meet the individual styles and needs of the students.

Integrated Co-Teaching Program (ICT) Grades 6-8

The Integrated Co-Teaching Program is a support service provided for students with disabilities within heterogeneous classrooms. The Special Education teacher and General Education teacher plan lessons, collaborate and deliver lessons that are geared to meeting the needs and learning styles of all students.

Small Class Grades 6-8

The Small Classes are self-contained special education settings that provide more support for students with severe reading, writing and/or mathematics deficits in a small class size setting. The ratio of small classes is 15-1-1, that is 15 students, 1 special education teacher, and 1 teaching assistant. The classes will follow the same NYS Next Generation Learning Standards and School Curriculum as the general education classes. The focus will be on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students. The goals recommended by a student's Individual Education Plan (IEP) will also be met through these small classes.

FLEX Program

The FLEX program is specifically designed to support students who may experience challenges in maintaining productive participation in class due to a range of factors such as anxiety, difficulty with emotional regulation, social skills deficits, trauma, external stressors, or other mental health concerns.

- The program is for students with attendance concerns, students who require frequent check-ins or support throughout the school day, students who are returning from a hospitalization and are in need of support to transition back to the school setting.
- The program works by daily check-ins, parent training and consultation, built-in counseling support, academic support for missed work, and safe space for coping/calming.
- Referral process: Teacher concern, MTSS and Referral to FLEX Program
- This program is available to ALL students, classified or non-classified

Related Services

Related services are also available and include but are not limited to Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychological Services and Counseling Services. The CSE determines the need for services, the frequency and setting for the delivery of services based on the individual student's levels of functioning and needs.

English as a New Language

At Blue Mountain Middle School, English as a New Language (ENL) supports the acquisition of the English language through content-based instruction. English Language Learners receive instruction using ENL methodologies such as explicit teaching of vocabulary, background building, the use of visuals, sentence frames and other ENL scaffolds. When necessary students' native language is used strategically to access grade level content. Based on students' language proficiency the students receive one or two units of ENL. All students receive one unit of ENL provided in a co-taught model. Students at the Entering and Emerging levels of language proficiency receive an additional unit of ENL in a stand alone model. The students' language proficiency is annually measured using the New York State English as a Second Language Achievement Test (NYSESLAT).

1. Entering
2. Emerging
3. Transitioning
4. Expanding
5. Commanding

Module Time Schedules

Regular Mod Schedule

Homeroom	7:50 - 7:58
Mod 1	8:01 - 8:43
Mod 2	8:45 - 9:27
Mod 3	9:29 - 10:11
Mod 4 (6th Grade Lunch)	10:13 - 10:55
Mod 5 (8th Grade Lunch)	10:57 - 11:39
Mod 6 (7th Grade Lunch)	11:41 - 12:23
Mod 7	12:25 - 1:07
Mod 8	1:09 - 1:51
Mod 9	1:53 - 2:35

Early Release Schedule (No Lunch)

Homeroom	7:50 - 7:58
Mod 1	8:00 - 8:27
Mod 2	8:29 - 8:53
Mod 3	8:55 - 9:19
Mod 4 (7th Gr) / Mod 5 (6th Gr) / Mod 6 (8th Gr)	9:21 - 9:45
Mod 7	9:47 - 10:12
Mod 8	10:14 - 10:38
Mod 9	10:40 - 11:05
Dismissal	11:05

Early Release Schedule (with Lunch)

Homeroom	7:50 - 7:58
Mod 1	8:00 - 8:21
Mod 2	8:23 - 8:44
Mod 3	8:46 - 9:07
Mod 7	9:09 - 9:30
Mod 4 (6th Grade Lunch)	9:32 - 10:13
Mod 5 (8th Grade Lunch)	10:15 - 10:56
Mod 6 (7th Grade Lunch)	10:58 - 11:39
Mod 8	11:41 - 12:02
Mod 9	12:04 - 12:25
Dismissal	12:25

2-Hour Delay Schedule

Homeroom	9:50 - 9:55
Mod 1	9:57 - 10:26
Mod 2	10:28 - 10:57
Mod 3	10:59 - 11:27
Mod 4 (6th Grade Lunch)	11:29 - 11:59
Mod 5 (8th Grade Lunch)	12:01 - 12:31
Mod 6 (7th Grade Lunch)	12:33 - 1:03
Mod 7	1:05 - 1:33
Mod 8	1:35 - 2:04
Mod 9	2:06 - 2:35

Student Schedules

Student Potential Schedule - Grade 6

Core Classes	Possible Elective Courses
English Language Arts 6	Math AIS
Social Studies 6	ELA AIS
Mathematics 6	Reading
Science 6	Band 6
Physical Education	Chorus 6
ENL - Based on NYSESLAT and/or NYSITELL Scores	Orchestra 6
General Music 6	Technology and Communication 6
Art & Design 6	Digital Literacy 6
	Health 6

Student Potential Schedule - Grade 7

Core Classes	Possible Elective Courses
English Language Arts 7	Math AIS
Social Studies 7	ELA AIS
Mathematics 7 or Honors Mathematics 7	Reading
Science 7	Band 7
Physical Education	Chorus 7
Language Other Than English (Spanish / Italian)	Orchestra 7
ENL - Based on NYSESLAT and/or NYSITELL Scores	Technology and Communication 7
General Music 7	Digital Literacy 7
Art & Design 7	Health 7

Student Potential Schedule - Grade 8

Core Classes	Possible Elective Courses
English Language Arts 8	Math AIS
Social Studies 8	ELA AIS
Mathematics 8 or Algebra 1	Reading
Living Environment	Band 8
Physical Education	Chorus 8
Language Other Than English (Spanish / Italian)	Orchestra 8
ENL - Based on NYSESLAT and/or NYSITELL Scores	Advanced Studio Art 8
General Music 8	Technology and Communication 8
Art & Design 8	Digital Literacy 8
	Health 8

Grading, Report Cards, Progress Reports

All report cards are posted to the Infinite Campus Portal approximately every 10 weeks. Progress reports are posted to the portal and made available, approximately every 5 weeks. All report cards and progress reports will be available online only. The Infinite Campus Portal allows you to access real time information on your child, including attendance data, schedules, report cards and progress reports, assessments, immunization history, transportation records, and teacher grade books.

A numerical grading system is used. The minimum passing grade is 65%. The grade of “F” indicates that a student has a grade of 60 or below, with the exception of high school credit courses (Algebra, Living Environment, and Language Other Than English courses) where the cutoff is a grade of 50 or below. “F” is calculated as a 60 in the average. The highest grade given is 100, and the minimum passing grade is 65.

Honor Roll

Grades are calculated at the end of each marking period for the purpose of honor roll recognition. All subjects will be averaged in determining honor roll status. Honor roll recognition is achieved by earning the following:

- **High Honor Roll:** A student must achieve an overall average of 90 percent with no grade below 85 percent.
- **Honor Roll:** A student must achieve an overall average of 85 percent with no grade below 75 percent.

Course Descriptions

ENGLISH LANGUAGE ARTS

- **6th Grade English**

- Student centered/developmentally appropriate
- Integrated Co-Teach
- Reader/Writer Workshop
- Literature circles/ book talks
- Individual, small and large group instruction
- Mini-lessons
- Shared reading, read aloud, choral reading
- **Our focus:**
 - To teach/instill in students a sense and the importance of personal responsibility
 - To foster a love of reading and writing
 - To write for a variety of purposes (inform, compare, analyze, reflect)
 - To foster and improve listening and speaking skills
 - To nurture independent thinkers/develop overall literacy
 - To integrate grammar, spelling and mechanics into our writing lessons
 - To analyze literature in a variety of texts and genres
 - To identify and explain the use of literary devices in a variety of texts

- **7th Grade English & Support**

- Grade 7 English emphasizes and integrates all areas of language arts.
 - Throughout the course, students are exposed to a wide array of written works, both fiction and non-fiction.
 - Classic and contemporary texts are explored in a variety of genres
 - Reading, writing, and oral communication are experienced as interrelated and interactive processes.
 - Students are required to infer, make connections, and generate unique conclusions based on individual and collaborative explorations
 - Students are asked to demonstrate creativity through enriching exercises and interactive lessons.
 - Independent reading is also emphasized as a worthwhile, valuable skill.
 - The goal of the course is to aid students in addressing key standards, but also allow them to think independently and creatively, and compel them to hone the reading, writing, listening, and speaking skills that will help them become lifelong learners and thinkers.
- ELA Support class is designed to
 - Reinforce reading, writing, studying, and student skills.
 - Throughout the year, time is spent focusing on specific skills, concepts, and assignments.

- Students are exposed to both fiction and nonfiction writing pieces that connect to various subjects and explore strategies that will help them better understand and analyze texts.
 - In ELA Support, the goal is to strengthen skills that will help students become more proficient readers, writers, and thinkers across all facets of learning.
- **8th Grade English & Support**
 - In English 8, students work on becoming thoughtful, reflective and insightful readers, writers and thinkers by experiencing a range of fiction and nonfiction texts.
 - There are whole-class readings of novels, plays, short stories and poetry.
 - Students also self-select novels throughout the year. Nonfiction reading includes news articles and opinion pieces.
 - Specific skills that are emphasized include Identifying and proving a text's central idea, discerning a writer's purpose, exploring writer's craft, and deconstructing a text's organizational structure.
 - Students write literary and argument essays and complete two research projects.
 - ELA Support class is designed to
 - Reinforce reading, writing and research skills.
 - Throughout the year, time is spent focusing on specific skills, concepts, and assignments.
 - Students are exposed to both fiction and non-fiction writing and explore strategies that will help them better understand and analyze texts.
 - In ELA Support, the goal is to strengthen skills that will help students become more proficient readers, writers, and thinkers across all facets of learning.
- [NYS Next Generation English Language Arts Learning Standards](#)

MATHEMATICS

- **6th Grade Mathematics** is a course that focuses on building upon the skills that students possess in order to become critical thinkers, more efficient problem solvers and strong mathematicians. 6th grade math follows the NYS Next Generation Math Learning Standards and will cover the following topics of study:

1. Whole Numbers	7. Ratios and Rates
2. Fractions	8. Percent
3. Decimals	9. Area
4. Negative Numbers	10. Solids
5. Algebraic Expressions	11. Statistics
6. Equations and Inequalities	12. Probability
- **7th Grade Mathematics** is aligned with the NYS Next Generation Math Learning Standards. In Grade 7, instructional time should 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.

- This course is aimed at developing student proficiency encompassing the basic fundamentals of understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically, and becoming problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra geometry, measurement, and statistics and probability.
 - Students will understand mathematics and increase their critical thinking skills by communicating and reasoning mathematically, by applying mathematics in real world settings.
 - [The NYS Grade 7 Next Generation Learning Standards](#) outlines what students should know and be able to do in mathematics.
 - **Major Text:** eMath Instruction
- **7th Grade Math Honors** program draws on students' prior knowledge, relates math to their everyday lives, and extends concepts toward more advanced mathematical thinking. The Honors Math course is designed to prepare students for high school level algebra in the eighth grade and is aligned with the NYS Grade 7 and Grade 8 Next Generation Learning Standards. This course requires a faster pace so that both 7th and 8th grade content can be covered.
 - 7th Grade Math Honors is aligned with the NYS Grade 7 Next Generation Learning Standards In Grade 7, instructional time should 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. Math 7 Honors has a strong focus on Algebra concepts.
 - This course is aimed at developing student proficiency encompassing the basic fundamentals of understanding the concepts of and becoming proficient with the skills of mathematics, communicating and reasoning mathematically, and becoming problem solvers by using appropriate tools and strategies through the integrated study of number sense and operations, algebra geometry, measurement, and statistics and probability.
 - Students will understand mathematics and increase their critical thinking skills by communicating and reasoning mathematically, by applying mathematics in real world settings.
 - [The NYS Grade 7 and Grade 8 Next Generation Learning Standards](#) outlines what students should know and be able to do in mathematics.
 - **Major Text:** eMath Instruction.
 - **8th Grade Math** Next Generation class requires students to persevere as they try to make sense of structure and reasoning, both abstract and quantitative. They are asked to model with mathematics, using tools and strategy to construct viable arguments. Students use mathematical precision as they look for regularity in repeated reasoning. They apply the tools they have learned to critique the reasoning of others.
 - Instruction focuses on three critical areas of learning:
 - (1) Modeling and solving algebraic expressions and equations

- (2) Functioning terminology and the application of functions to describe quantitative relationships, and
 - (3) Analysis of two- and three-dimensional space and figures in terms of distance, angles, similarity, and congruence. In addition, students gain an understanding of the Pythagorean Theorem and its applications.
 - A variety of problems are solved using linear equations and systems of linear equations. Students are expected to recognize the special case of a linear equation representing a proportion ($y = mx$). Students apply the algebraic procedures necessary to solve linear equations in one variable. Equation solving extends to examining the solution for two linear equations in two variables.
 - Students learn that functions describe situations where one quantity determines another, and use functions to model relationships between quantities. They learn these relationships can be represented in different ways (words, equations, graphs and tables). They define, evaluate, and compare functions, and learn that a function is a mathematical rule that assigns to each input exactly one output.
 - The concept of congruence and how it relates to rigid transformations (translations, rotations, and reflections) is examined in detail. Students also perform dilations, and examine similarity as it applies to this non-rigid transformation.
 - The Pythagorean Theorem and its converse are applied to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Understanding extends into real-world volume problems involving cones, cylinders, and spheres.
 - [The NYS Grade 8 Next Generation Learning Standards](#) outlines what students should know and be able to do in mathematics.
- **Algebra 1** course will cover all topics in the NYSED Algebra 1 Next Generation Curriculum.
 - Algebra 1 is primarily a study of functions and polynomial operations. Students will be able to identify what makes a relation a function, use function notation, and manipulate functions using polynomial operations.
 - The course will emphasize quadratic functions and linear functions in considerable depth but will also include piecewise linear, absolute value, exponential, square root, and cubic functions. Functions will be used to both model situations and solve problems commonly found in real-world scenarios. Problems with both rational and irrational solutions are included.
 - The course also includes analysis of both univariate and bivariate data. The analysis will include regressions, correlation coefficients, relative frequencies, quartiles, interquartile range, mean, median, and standard deviation.
 - [The NYS Grade 8 Algebra I Next Generation Learning Standards](#) outlines what students should know and be able to do in mathematics.
 - **AIS Math (Grade 6-8)**
 - The purpose of AIS (Academic Intervention Services) is to bring students close to or on grade level in math. AIS Math meets daily with a math specialist. Each class is a small group of students to target individual needs.
 - In AIS Math, foundational skills such as fractions, place value, integers, and operations through hands-on activities are reviewed and practiced. This class focuses on

strengthening addition, subtraction, multiplication and division fluency in small groups and individually to reach students' personalized goals.

- Multiple criteria are used for placement including the Key Math Screener and review by the MTSS Team (Multi-Tiered System of Supports).
 - Key Math Screener: Students who perform below average on two or more of the subsets on the Key Math Screener are eligible for entrance into the AIS Math program.

SCIENCE

- **6th Grade** The science curriculum in sixth grade emphasizes a hands-on, problem solving approach utilizing controlled studies, experiments, investigations, group work and research. Some of the possible topics included in the curriculum are:
 - Introduction to Experimentation/Graphing in Science
 - Metric Measurement as it is used in scientific measurement
 - Forces
 - Matter: Introduction to Chemistry
 - Astronomy and Motion
 - Geology: Rock Cycle and Rock Identification, includes volcanoes and earthquakes.
 - Homework will be given several times a week. Teachers may ask or encourage students to do final copies of controlled studies, group activities, and experiments in either pen or word processing. Final copies of experiments and collected homework are graded on scientific content, presentation, concept understanding, format, English and timelines.
 - Final quarter grades are based on quizzes, tests, homework, group work, experiments, and other assessment tasks.
- **7th Grade** Students will explore a variety of Physical and Earth Science Phenomena. Specific topics considered for study include:
 - Energy and its various forms;
 - Thermal Energy
 - Waves including Sound and Light
 - Electricity
 - Chemical Reactions
 - Weather and Climate including;
 - Global Climate Change
 - Water Cycle
 - Severe Weather Tracking
 - Earth's Resources and Processes;
 - Sustainability
 - Formation, Extraction and Global Use of Resources
 - Rock Cycle & Mineral Identification
 - Geologic Timeline
 - Plate Tectonics

- This course relies heavily upon inquiry-based lab investigations, collaborative work and analytical problem solving. Students will also be utilizing the engineering design model to complete design challenges.
- **8th Grade**
 - The Living Environment Core Curriculum is based on Standard 4 of the Commencement level New York State Learning Standards for Mathematics, Science, and Technology. It incorporates scientific inquiry from Standard 1, the use of information systems in Standard 2, the interconnectedness of content and skills and the problem-solving approaches in Standards 6 and 7.
 - **Course Content:** The course emphasizes an in-depth understanding and application of Biological concepts and processes. Major units covered and/or reviewed include: Characteristics of Living Systems, Human Structure and Function, Genetics and Mechanism of Inheritance, Genetic Engineering, Evolution, Reproduction and Development, Disease and Homeostasis, Interdependence, Biotic and Abiotic Interactions, and Technology and the Environment.
 - **Lab Requirements:** The course culminates with a Regents exam in June. Students must successfully complete 1,200 minutes of NY State mandated hands-on laboratory exercises in order to be eligible to sit for the exam. There are four NYS required labs that are assessed on Part D of the Regents Exam.
 - **Credit Requirements:** The grade received in this course and on the Regents exam will be included on the student's high school transcript. A grade of at least 65 on the exam is required for Regents credit. A passing grade of 65 or above in the course earns in 1 credit toward the HHHS and NY State graduation requirements for science. The Regents exam is the final exam for this course.
- [Introduction to the NYS P-12 Science Learning Standards](#)
- [NYS P-12 Science Learning Standards - Middle School](#)

SOCIAL STUDIES

- **6th Grade** In 6th Grade Social Studies, students explore the geography, cultures, governments, and histories of the Eastern Hemisphere from ancient times through the High Middle Ages. This course emphasizes inquiry and critical thinking, helping students to “think like historians” by analyzing primary and secondary sources, interpreting maps and artifacts, comparing civilizations, and connecting past events to the present.
 - Topics Include:
 - Geographic foundations: physical features, climate zones, natural resources, human population distribution and how geographic factors shape societies. Early human societies: hunter-gatherers, Neolithic Revolution, and the rise of early river valley civilizations (e.g. Mesopotamia, Indus, Nile, Yellow River)
 - Comparative study of major world religions and belief systems: their origins, beliefs, practices, and influence on culture and governance.

- Classical civilizations in the Eastern Hemisphere: their political systems, social structures, cultural achievements, and legacies (including Greece, Rome, China)
 - Interactions across civilizations: trade networks (Silk Roads, Indian Ocean, Trans-Saharan etc.), cultural diffusion, and effects of cross-cultural exchanges.
 - The Mediterranean world and medieval developments: the fall of classical empires, the rise of feudalism and other medieval political and social systems, the spread of Islam, Byzantine Empire, and interactions among Mediterranean cultures.

- **7th Grade** The 7th Grade American History course covers the United States' development from the Revolutionary War through the Civil War and Reconstruction. Students will have varied instruction, including lecture, self-discovery, research, projects, cooperative and independent assignments, tests, and various types of media. As a department, we also emphasize reading comprehension strategies, note taking methods, study skills, critical thinking skills, and expository research and writing.
 - Listed below are the units that we will study in this course:

a) Roots of the American People b) Europe Looks Outward c) Colonies Take Root d) The Road to the Revolution e) American Revolution f) Creating the Constitution g) Launching a New Nation h) The Era of Thomas Jefferson i) North & South take Different Paths	j) Westward Expansion k) Nation Divided l) Civil War & Reconstruction m) Text: <i>American: History of Our Nation Pearson/Prentice Hall</i> n) TCI: <i>History Alive on-line textbook in addition to America: History of Our Nation.</i>
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- **8th Grade** In 8th grade Social Studies, students explore the history of the United States from its early beginnings through modern times. The course focuses on key events, people, and ideas that shaped the nation, including the American Revolution, the Constitution, westward expansion, the Civil War, Reconstruction, and the growth of democracy. Students will analyze primary and secondary sources, develop critical thinking skills, and make connections between past and present issues.
 - The 8th Grade continues the chronological study of U.S. History from the Civil War/ Reconstruction through the modern day.
 - Students investigate the political, social, geographic, historic, and economic development of the United States in the late 19th and 20th centuries.
 - Instruction in skills essential to success in Social Studies (e.g., reading primary and secondary texts, writing, note-taking, researching, speaking) will be continued. Primary sources are emphasized. Instruction is provided in writing evidence-based claims, and document-based essays.

- Through projects, discussions, and writing assignments, students learn how geography, economics, government, and culture have influenced American society and continue to impact the world today.
- There is a final exam worth 10% of students' grades at the end of the course. Text: *American: History of Our Nation Pearson/Prentice Hall*

- [New York State K-8 Social Studies Learning Standards](#)

WORLD LANGUAGES

- **Spanish 7** In this class students will learn vocabulary, grammar and cultural information, with an emphasis on communicating in Spanish in a variety of contexts. Students shall attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Learning Standards for World Languages. Students will develop cross-cultural skills and understandings by learning about Hispanic cultures and becoming familiar with Spanish-speaking countries around the world.
 - Upon successful completion of Spanish 7 and 8, students will receive 1 high school credit required for high school graduation.
- **Italian 7** In this class students will learn vocabulary, grammar and cultural information, with an emphasis on communicating in Italian in a variety of contexts. Students shall attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Learning Standards for World Languages. Students will develop cross-cultural skills and understandings by learning about Italy and Italian culture.
 - Upon successful completion of Italian 7 and 8, students will receive 1 high school credit required for high school graduation.
- **Spanish 8** Students will continue to learn vocabulary, grammar and cultural information, with an emphasis on communicating in a variety of contexts. Students are expected to attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Learning Standards for World Languages. Students will continue to develop cross-cultural skills and understandings by learning about Hispanic cultures and becoming familiar with Spanish-speaking countries around the world.
 - Upon successful completion of Spanish 7 and 8, students will receive 1 high school credit required for high school graduation.

- **Italian 8** Students will continue to learn vocabulary, grammar and cultural information, with an emphasis on communicating in a variety of contexts. Students are expected to attain a basic-level proficiency in the four skill areas: listening, speaking, reading and writing. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action, as specified in the New York State Learning Standards for World Languages. Students will continue to develop cross-cultural skills and understandings by learning about Italy and Italian culture.
 - Upon successful completion of Italian 7 and 8, students will receive 1 high school credit required for high school graduation.

MUSIC

- **Band 6**
 - Students will develop their musical, academic, and personal skills while deepening their understanding of performance, analysis, and community.
 - Through small-group lessons, students build foundational skills in music reading, theory, and performance on their individual instruments. Ensemble rehearsals then bring these skills together, fostering both personal growth and collaborative musicianship.
 - Along the way, students strengthen executive functioning skills, discover the joy of making music as a group, and gain confidence as performers.
 - The course addresses all four New York State Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of engaging musical activities that balance rigor with fun.
 - The Sixth Grade Band will showcase their progress and artistry in concerts held in December and May.
- **Band 7**
 - Students will refine their musical, academic, and personal skills while deepening their understanding of performance, analysis, and community.
 - Through small-group lessons, students improve their skills in music reading, theory, and performance on their individual instruments. Ensemble rehearsals then bring these skills together, fostering both personal growth and collaborative musicianship.
 - Along the way, students strengthen executive functioning skills, discover the joy of making music as a group, and gain confidence as performers.
 - The course addresses all four New York State Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of engaging musical activities that balance rigor with fun.
 - The Seventh Grade Band will showcase their progress and artistry in concerts held in December and May, as well as in the NYSSMA Majors Ensemble Festival Field Trip in May.

- **Band 8**

- Students will advance high-level musical, academic, and personal skills while deepening their understanding of performance, analysis, and community.
- Through small-group lessons, students build advanced skills in music reading, theory, and performance on their individual instruments. Ensemble rehearsals then bring these skills together, fostering both personal growth and collaborative musicianship.
- Along the way, students strengthen executive functioning skills, discover the joy of making music as a group, and gain confidence as performers.
- The course addresses all four New York State Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of engaging musical activities that balance rigor with fun.
- The Eighth Grade Band will showcase their progress and artistry in concerts held in October, December and May, as well as the Music in the Parks Festival Field Trip in May.

- **Chorus 6**

- The chorus program is designed to build upon the fundamental skills the students learned in elementary school, so they are prepared to sing more complicated music in the 7th and 8th grades.
- During rehearsals, students focus on large ensemble goals, such as singing in multiple parts, blending, diction, and part independence. Students focus on reading music, reading key signatures, sight reading and blending within a section.
- As students learn their individual parts, they can practice singing through their music as an ensemble during rehearsals.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 6th Grade Chorus showcases what they have learned at their winter and spring concerts each year.

- **Chorus 7**

- The chorus program is designed to build upon skills the students learned in 6th grade, so they are prepared to sing more complicated music when they enter high school.
- During rehearsals, students focus on large ensemble goals, such as singing 3 or more parts, blending, diction, and part independence. Students focus on more individual goals such as reading music, reading key signatures, sight reading and blending within a section.
- As students learn their individual parts, they can practice singing through their music as an ensemble during rehearsals.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 7th Grade Chorus showcases what they have learned at their winter and spring concerts each year.

- **Chorus 8**

- The chorus program is designed to build upon skills the students learned in 7th grade, so they are prepared to sing more complicated music when they enter high school. Many of the concepts taught in the 8th grade are more advanced versions of what students learned in the 7th grade.
- During rehearsals, students focus on large ensemble goals, such as singing 3 or more parts, blending, diction, and part independence. Students focus on more individual goals such as reading music, reading key signatures, sight reading and blending within a section.
- As students learn their individual parts, they can practice singing through their music as an ensemble during rehearsals.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 8th Grade Chorus showcases what they have learned at their winter and spring concerts each year.

- **Orchestra 6**

- The 6th grade orchestra program builds upon the fundamental skills that students learn in elementary school orchestra and prepares students for more complex music in 7th and 8th grade.
- Students will develop their technical instrumental skills, their confidence as performers, and their sense of community and collaboration.
- During orchestra ensemble rehearsals, students focus on large group goals including tone, rhythms, bowings, articulations, and part independence.
- During smaller group lessons, students focus on instrument-specific skills and individual goals including note reading, intonation, left hand position work, and bow hold.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 6th Grade Orchestra showcases what they have learned at their winter and spring concerts each year.

- **Orchestra 7**

- The 7th grade orchestra program builds upon the skills that students learn in 6th grade and begins to prepare students for more complex music in high school.
- Students will continue to refine their technical instrumental skills, their confidence as performers, and their sense of community and collaboration.
- During orchestra ensemble rehearsals, students focus on large group goals including tone, rhythms, bowings, articulations, and part independence.
- During smaller group lessons, students focus on instrument-specific skills and individual goals including note reading, intonation, left hand position work, and bow hold.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 7th Grade Orchestra showcases what they have learned at their winter and spring concerts each year.

- **Orchestra 8**

- The 8th grade orchestra program builds upon the skills that students learn in 7th grade and prepares students for more complex music in high school.
- Students will progress towards an advanced level of technical instrumental skills, performance skills, and collaborative community music making.
- During orchestra ensemble rehearsals, students focus on large group goals including tone, rhythms, bowings, articulations, and part independence.
- During smaller group lessons, students focus on instrument-specific skills and individual goals including note reading, intonation, left hand position work, and bow hold.
- The course addresses all four National Music Learning Standards - Create, Perform, Respond, and Connect - through a spiral curriculum of music learning.
- The 8th Grade Orchestra showcases what they have learned at a fall Pops concert each year in addition to the BMMS Orchestra winter and spring concerts.

- **General Music 6, 7 and 8**

- Students will explore the elements of music through performance on world percussion, guitar and keyboards, and will develop their proficiency over their three years at BMMS.
- Music of various cultures, historical periods, and popular styles will be explored.
- Students will contribute musical examples to be discussed by the class. They will also develop the ability to listen, to respect others, to lead and follow, and understand and demonstrate the value of cooperative teamwork.

PHYSICAL EDUCATION

- **Philosophy**

- The Hendrick Hudson School District middle school physical education program focuses on meeting the individual needs of the student. It is structured to provide each child with an opportunity to develop social and physical skills along with an understanding of a variety of physical activities. By exposing children to many different physical activities and experiences, students learn to develop the capacity to analyze their own physical, emotional, intellectual and social well-being. This exposure allows each student to take appropriate measures to maintain a balance that will lead to a productive, happy, and healthy life. The middle school physical education program aims to create an enjoyment of physical activity that extends outside the school setting.

- **Goals**

- Analyze and improve 6-8 Physical Education curriculum, instruction, evaluation and facility usage.
- Improve the cardiovascular fitness and awareness of all students.
- Concentrate on improving each individual's self-image through successful participation in class, intramural or interscholastic activities.
- Convince each student of the value of personal fitness and establishing a healthy lifestyle.

- Students participate in individual and team sports. Students experience the different roles of being part of a team while playing football, soccer, basketball, and volleyball. We also include exposure to a number of individual activities such as hiking, golf, and archery. Students will learn the skills needed to continue their pursuit of a healthy lifestyle.
- During each unit the basic skills of the sport are explained, demonstrated and practiced. A lead up game, game situation, or a culminating activity is used to complete the unit. Team concepts and sportsmanship are stressed in all activities on a daily basis. Some of the concepts are community, sharing duties and equipment, substitution when necessary, and positive reinforcement to teammates.
- Physical fitness is a daily part of our curriculum. We vary the stretching and conditioning exercises to complement the specific unit we are teaching. At varied times during the year we will spend a whole class just on fitness activities. During these times we stress cardiovascular fitness.
- **Participation**
 - Middle school students participate in physical education for forty minutes two to three times a week all year.

HEALTH EDUCATION

General Health Curriculum Overview

- The health curriculum at BMMS is a progressive, three-segment sequence designed to guide students through key areas of health education from grades 6 to 8. Students take health class daily for one marking period each year, exploring six major content areas that build in complexity over time. In grade 6, students gain a foundation of basic health knowledge and skills; in grade 7, they expand and deepen their understanding; and in grade 8, they reinforce previous learning while exploring new aspects of each topic. Throughout all grades, students engage in creative and interactive learning methods such as simulations, group activities, role-play, and discussions. Daily journaling encourages self-reflection and writing practice, while math applications help students connect health topics to real-world situations like caloric intake and substance use costs. A class discussion box also allows students to ask sensitive questions anonymously, promoting a safe and open learning environment.
 - **6th Grade** The 6th grade health course is designed to provide students with an introduction to health education in the 6 different content areas. Students will experience learning through a variety of strategies presented in the class. These include but are not limited to: hands on experiences, role-plays and skits, audio, visual, and kinesthetic learning sessions and creative writing in their journals. The 6th grade health education course will provide students with the basic information and applicable skills for the topics listed below:
 - The 3 Components of Health and Wellness
 - Personal & Consumer Health (grade 6)
 - Alcohol Education
 - Tobacco Education

- Drug Education - OTC, Rx, Illegal
- Family Health and Planning
- **7th Grade** The 7th grade health course is the second portion of the BMMS health curriculum. In grade 7, the students will build on their existing knowledge of the content areas by discovering new facets of each topic. They will review the prior information learned in each content area to help guide them into the new areas of focus. Students will continue to take part in new learning experiences through simulated activity labs, creative writing sessions in their health journal, and real-life role play scenarios in the content areas below:
 - The 3 Components of Health and Wellness
 - Alcohol Education
 - Tobacco Education
 - Drug Education - OTC, Rx, Illegal
 - Family Health and Planning
- **8th Grade** The BMMS health curriculum continues into grade 8, where students will be presented with the third cluster of topics related to each of the content areas. The grade 8 health education course will reinforce previous information learned while exploring new aspects of each content area. Students in grade 8 will continue to develop their personal health journals and participate in new simulation activities to personalize the information learned. An example of an 8th grade simulation activity is “Foggles” the renowned alcohol lab that simulates the effects of intoxication and impairment caused by alcohol consumption. Students will continue to learn and build upon resistance skills in real life scenarios for the content areas listed below:
 - The 3 Components of Health and Wellness
 - Alcohol Education
 - Tobacco Education
 - Drug Education - OTC, Rx, Illegal
 - Family Health and Planning

UNIFIED ARTS

ART

● **Visual Art & Design (Grade 6-8)**

- The Middle School Visual Art & Design course combines traditional art-making with modern technology.
- Students develop foundational skills in drawing, painting, and sculpture.
- The course introduces digital tools such as 3D modeling, 2D design with Photoshop, and animation.
- Students apply creative problem-solving and design thinking to PLTW technology-driven projects, including coding, app design, and board or video game design.
- Lessons connect artistic principles like color, composition, and form to interactive digital experiences.
- Students build technical fluency with tools used in today’s creative industries.

- The program emphasizes innovation, collaboration, personal expression, and project-based learning.
- By the end of the course, students create a diverse portfolio of traditional and digital artworks showcasing their ability to merge imagination with technology.
- **Advanced Studio Art (Grade 8)**
 - Advanced Studio Art is an elective course for 8th grade students who show strong dedication to the visual arts.
 - Admission is based on an application process held in the spring of 7th grade.
 - This intensive, semester-long, high school–level course challenges students to grow in technical skill, creative thinking, and artistic expression.
 - Students explore 2D and 3D media, using advanced materials such as charcoal, acrylic paint, and mixed media.
 - The course includes experimentation with interactive art that incorporates coding and sound.
 - Projects are ambitious and meaningful, ranging from individual studio work to collaborative design projects, including the school yearbook cover.
 - Emphasis is placed on advanced artistic concepts, encouraging both personal voice and team creativity.
 - The semester culminates in a community art exhibition showcasing student work.
 - Successful completion earns students ½ high school art credit, with the opportunity to continue Advanced Studio Art in 9th or 10th grade.
 - Continuing students can pursue a wider range of specialized art electives in high school.

DIGITAL LITERACY (Grade 6-8)

- Digital Literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.
- Over the course of the middle school grades, students will use technology to explore the information landscape, research a variety of topics, and use an assortment of digital tools to showcase their findings.
- Students will build their technical skills throughout middle school in: touch typing, and the Google Suite of apps such as Gmail, Calendar, Drive, Google docs, Google sheets, Google slides, Google forms and Google sites.
- Engaging with the research process, students will investigate the 21st century information landscape by researching a variety of topics and developing and applying critical thinking skills. Students will learn about diverse types of information sources and how they are designed and developed for multiple purposes and disseminated through a range of communication mediums. As they research a set of life based topics from travel to personal interests, and college, careers and finances, students will practice skills such as searching, finding, selecting, retrieving, analyzing and evaluating a wide range of information sources for a range of topics and purposes. They will then use the technology tools to present and share information in a variety of forms and formats.

TECHNOLOGY & COMMUNICATION

● 6th Grade

- Welcome to Technology & Communication — a dynamic, quarter-long course designed to introduce middle school students to the exciting and ever-evolving world of technology, and the essential role communication plays in our digital lives.
- In today's digital age, it's more important than ever to understand how technology works, how to use it responsibly, and how to communicate effectively both online and offline. This course helps students build critical 21st-century skills through engaging lessons and hands-on experiences.
- Aligned with the New York State K-12 Computer Science and Digital Fluency Learning Standards, the course will focus on three major areas:
 - Impacts of Computing: Students will explore how technology affects our daily lives, with a strong emphasis on online safety, data privacy, and understanding what personally identifiable information (PII) is and how to protect it.
 - Digital Citizenship: Students will learn what it means to be a respectful and responsible digital citizen. Topics include the power of words, the impact of cyberbullying, and how to create a positive online presence.
 - Design and Modeling: Through hands-on projects, students will be introduced to the engineering design process, using creativity and problem-solving to design and model innovative solutions to real-world problems.
- By the end of the course, students will have a stronger understanding of how to safely navigate the digital world, communicate with clarity and respect, and begin thinking like designers and digital creators.

● 7th Grade

- The 7th Grade Technology course takes students deeper into the world of computing, focusing on both digital security and hands-on design thinking. This quarter-long course builds on the foundational skills developed in 6th grade, expanding students' understanding of the impact of computing and preparing them for real-world problem solving through applied design challenges.
- This course continues to be aligned with the New York State K-12 Computer Science and Digital Fluency Learning Standards, students will learn how to be safe, responsible, and informed users of technology.
- This course focuses on three major areas:
 - Impacts of Computing: Students will explore how computing affects personal, societal, and global security, and take a deeper dive into topics such as:
 - Cyber crimes including phishing, smishing, and other forms of digital deception
 - The importance of strong passwords, two-factor authentication, and safe online practices
 - How to recognize and protect against digital threats
 - Digital Citizenship: Students will also explore the concept of media balance—how to develop healthy habits around screen time, social media use, and digital consumption. They'll reflect on the role technology plays in their lives and learn strategies for maintaining a balanced and mindful relationship with media.
 - Design and Modeling: In the second half of the course, students will build on the Design and Modeling skills introduced in 6th grade. Through Project Lead The Way (PLTW) Design and Modeling course, students will apply the engineering

design process to a meaningful challenge: designing and building an Ankle Foot Orthosis (AFO) for a child with cerebral palsy.

- This engaging, hands-on project encourages creativity, empathy, and critical thinking as students use 3D modeling and collaborative problem-solving to develop a functional and thoughtful solution.
- By the end of the course, students will have a deeper understanding of the digital risks in today's world, and the power of design to make a positive impact in people's lives.

- **8th Grade**

- The 8th Grade Technology course challenges students to think critically about their digital lives while applying advanced problem-solving and design skills. Building on the knowledge and experiences from 6th and 7th grade, this quarter-long course helps students understand how technology shapes the world around them—especially through social media, digital identities, and emerging technologies.
- The course dives deep into the **Impacts of Computing**, through use of the Common Sense Media curriculum, with a focus on:
 - **Social Media and Digital Footprints:** Understanding how online behavior shapes reputation, privacy, and future opportunities
 - **Being Aware of What You Share:** Evaluating the risks and consequences of oversharing in digital spaces
 - **Social Engineering & Online Deception:** Recognizing manipulation tactics used to gain access to private information
 - **Viral Posts & Online Reputations:** Analyzing how quickly content can spread and the long-term impact it can have
 - **AI Algorithms:** How Well Do They Know You?: Investigating how algorithms curate content, influence decisions, and shape digital experiences
- Students will reflect on their responsibilities as digital citizens and explore strategies to manage their **online presence, protect personal information, and interact responsibly** in digital environments.
- In the second half of the course, students complete the **final project in the Project Lead The Way (PLTW) Design and Modeling curriculum**. This culminating experience puts students in the role of engineers as they use the full **engineering design process** to identify a problem, brainstorm solutions, create prototypes, and test their designs.
- This final project encourages collaboration, creativity, and critical thinking—preparing students for high school, future STEM courses, and real-world innovation.
- By the end of the course, students will have a deeper understanding of their digital impact, the technology that influences them, and how to use design thinking to solve meaningful challenges.

READING

READING (Grade 6-8)

- This class is designed to provide targeted instruction based on each student's individual reading needs. The focus of this class is on building skills in decoding, fluency, vocabulary, and comprehension through a variety of engaging, evidence-based methods. While this is an ungraded class, student goals are monitored carefully and reviewed regularly to ensure their needs are met effectively.
- Parents can expect to see detailed feedback on student progress through report card comments, progress reports, and, where applicable, IEP goal updates. These are all designed to keep parents informed about their child's development and help us work as a team to support their success.
- One of the most important supports for student success in this class is consistent focus and positive participation. Because we work in small groups with targeted instruction, it's especially important that students do their best to stay engaged, contribute respectfully, and make the most of our time together. When students are attentive and follow classroom routines, it helps create a learning environment where everyone can grow. These habits not only support daily progress but also build the foundation for long-term confidence and achievement.

AIS READING (Grade 6-8)

- This AIS (Academic Intervention Services) Reading class provides instruction in developing and improving skills in reading comprehension, phonics and decoding, writing, listening, problem solving, and computation in response to each student's individual needs. Students learn to apply these skills and strategies to their work in academic classes. Instruction is provided by a reading teacher.
- The placement in AIS Reading class is for all students who did not exit from the program in elementary school. For all other students, multiple criterias are used for placement and include a consideration of:
 - Classroom performance in reading/language arts or English
 - The teachers' and guidance counselors' recommendations
 - A review by the student's house Multi-Tiered System of Supports (MTSS)

ENGLISH AS A NEW LANGUAGE

ENL 6 - 7 - 8 Bridges Stand Alone - Entering/Emerging

The Stand-Alone ENL program is offered to students with different literacy needs, to develop foundational English language, reading, and writing skills. Students develop English language through whole class, small group instruction, and daily independent practice.

ENL 6 - 7 - 8 Bridges ELA/ENL - Entering/Emerging

The ELA/ENL Bridges program focuses on thematic language arts units designed around essential questions. Students build academic thinking, language, and literacy skills. This course has a focus on language development through a content area. In this course, language acquisition skills and strategies will be frontloaded and scaffolded to make essential content instruction accessible.

ENL 6/7/8 - Integrated ENL

English as a New Language (ENL) instruction within core academic subjects. Co-taught by a certified ENL teacher and a content area teacher to support English Language Learners developing academic content and English language. Teachers support ENL students by providing grade-appropriate instructions, developing language skills while also learning new content.

Student Assessments and Progress Monitoring

New York State Mathematics Test (Grades 6-8)

This exam is designed to assess the NYS Next Generation Math Standards. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council’s report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy).

New York State English Test (Grades 6-8)

This exam is designed to assess the NYS Next Generation English Language Arts Standards. The Next Generation State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the standards”) represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies,

science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

Algebra 1 Regents Exam

The exam is designed to assess students in the Algebra 1 course. Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in all future higher-level mathematics courses. Students will transition from concrete to abstract thought, as they develop many skills such as problem solving and critical thinking. The concept of function is emphasized throughout the course. In addition to their regularly scheduled class period, students meet an additional period every other day to deepen their understanding of the topics learned in class. Upon completion, students will earn 1 High School credit in math.

Living Environment Regents Exam

The exam is designed to assess students' understanding of core biology concepts, scientific practices, and lab skills aligned with the state's curriculum. The exam covers topics like ecology, genetics, evolution, and human biology, with a dedicated section assessing laboratory skills. Students must also complete 1,200 minutes of laboratory work to be eligible to take the exam. Upon completion, students will earn 1 High School credit in science.

Checkpoint A Exam (Foreign Language - Grade 8)

The exam is designed to assess students in a Foreign Language (Spanish). The assessment is based on the communicative approach in which the structure of the language is ancillary to, and yet supportive of the primary goal of meaningful communication.

- Checkpoint A:
 - Emphasizes simple, selected sentence structures, not necessarily limited to the present tense
 - Sets the stage for oral and written communication for the beginning language learner
 - Fosters cultural understandings
 - Includes age-appropriate communicative activities, strategies, and goals that address the particular needs and interests of middle school students
 - Encourages interdisciplinary connections

- Is the first step on the pathway to linguistic proficiency

NYSESLAT

The NYSESLAT is given to all students who are identified as ELL/MLL by the New York State Identification Test for English Language Learners (NYSITELL). The purpose of the NYSESLAT is to annually assess the English language proficiency level of ELLs/MLLs enrolled in Grades K–12 in New York State schools.

NYSITELL

The New York State Identification Test for English Language Learners (NYSITELL) serves as the State's formal English language proficiency assessment in the process for initially identifying English Language Learners in New York State

i-Ready Diagnostic

The i-Ready Diagnostic is a K-8 computer-adaptive assessment in Reading and Mathematics that identifies students' strengths and weaknesses to provide personalized instruction. It is administered three times a year and uses a question-and-answer format to automatically adjust the difficulty level based on student performance, ensuring questions are "just right" to pinpoint skill levels in areas like phonics, comprehension, numbers, and geometry. The goal is not to assign a grade but to provide teachers with data to tailor lessons and support individual student learning needs.

After-School Homework Help Program

An after-school homework help program is a supervised service that provides students with a structured environment and academic support to complete their assignments after regular school hours. These programs feature teachers and teaching assistants who offer individualized assistance, reinforce classroom learning, and teach essential skills like time management and organization. This program offers opportunities for peer interaction, creating a supportive and beneficial space for students to learn and grow. The Homework Help Program runs weekly on Tuesdays, Wednesdays, and Thursdays.



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