ST. MARY ACADEMY
Bay View

Middle School
Program of Studies
2026 – 2027

"Nothing is more conducive to the good of society than the education of women."
Catherine McAuley

Revised Dec. 2025

ST. MARY ACADEMY
Bay View

MISSION STATEMENT

St. Mary Academy – Bay View is an independent, Catholic school serving a diverse population of girls from Preschool through Grade 12.
In the tradition of the Sisters of Mercy, we foster academic excellence in an innovative and creative learning environment. We are committed to empowering each student to be a confident, independent, compassionate, and socially conscious young woman who fully lives her faith.

MERCY CORE VALUES

We support and actively implement the following Mercy Core Values.

- Compassion and service
- Educational excellence
- Concern for women and women's issues
- Global vision and responsibility
- Spiritual growth and development
- Collaboration

Ultimately, therefore, Bay View strives to graduate a woman who fully lives her faith and embodies the ideals of Catherine McAuley.

REQUIRED COURSE LOAD

Every Middle School student will be enrolled in core courses equivalent to six credits. In addition to these six core courses, students will take Physical/Health Education as well as a technology and art elective. Required courses include:

- 1 credit: English
- 1 credit: Mathematics
- 1 credit: Science
- 1 credit: Social Studies
- 1 credit: World Language
- 1 credit: Religion
- .5 credit: PE/Health
- .5 credit: Art Elective
- .5 credit: Computer Science Elective

ELECTIVES

Middle School students begin to have more choices in their course selections. All students are required to be exposed to an art and computer science elective. In addition, they will take Physical Education and Health for one semester in every grade.

Grade 6 Students are introduced to electives in the sixth grade.

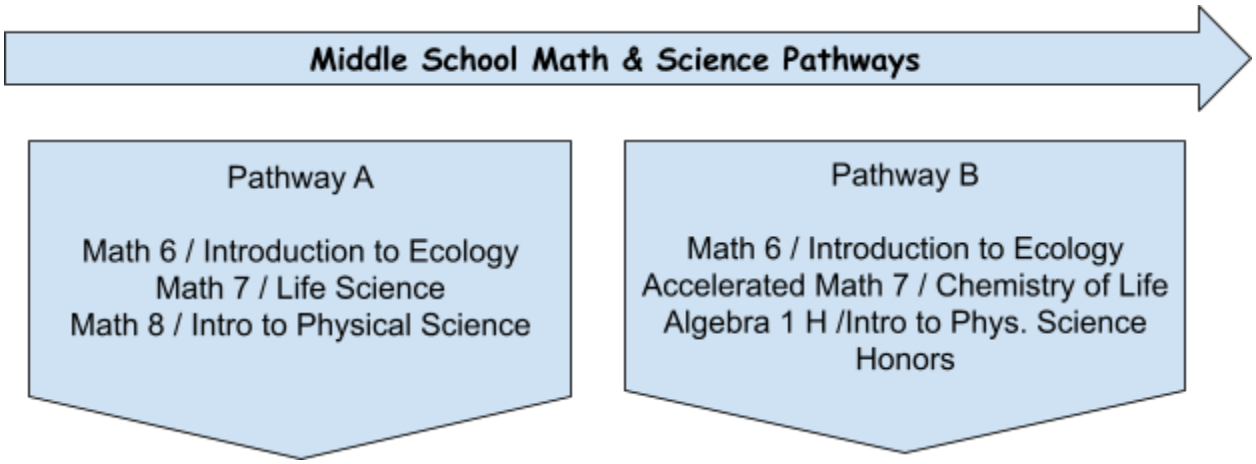
GRADE 6 Electives
Students must take: Physical Education/ Health Computer Science 6 Art Exploration and - Orchestra, or - Chorus

Grades 7 and 8 Students in Grades 7 and 8 must take one art elective and one technology elective over those two years. They must also take Physical Education/Health each year.

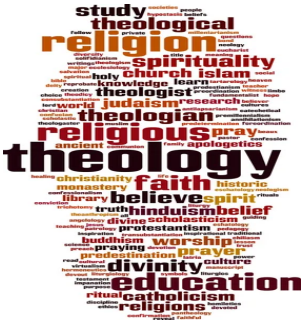
GRADES 7 AND 8 Electives		
Required Each Year	Physical Education/Health	
Required in either 7th or 8th Grade	Any Art Course: - Chorus - Piano/Keyboard - Orchestra - Intro to Art and Design 1 - Intro to Art and Design 2	Technology - Robotics - Interactive Animation and Games
Optional Electives	Any of the above courses AND	
	- Marine Biology - Human Anatomy	

DESCRIPTION OF LEVELS

The Middle School Program consists of rigorous core academic subjects for all learners. These courses are arranged sequentially, each building on the former and demanding more of the students. All subjects are homogeneously grouped, with the exception of math and science in grades 7 and 8. Seventh-grade students are placed in either Math 7 or Accelerated Math 7. In science, they are placed either in Life Science or Chemistry of Life. The Chemistry of Life course includes a math-intensive approach to biochemistry. Eighth-grade students are placed either in Math 8 or Algebra I Honors. Math placement is based on a variety of indicators, including, but not limited to, results of the admission test, a math skills assessment, standardized test scores if available, report card grades, and teacher recommendations about the student's preparedness for class, ability to handle challenge, homework completion, and attendance. Students who are enrolled in Algebra 1 are placed in Introduction to Physical Science Accelerated. Eighth-grade students receive the recommendation of their current teachers for appropriate level placement in high school. In addition, enrichment opportunities are provided throughout the year for students to attend cultural events and take field trips that are aligned with the curriculum.



Please Note: ***The Program of Study shows all courses offered at Bay View. Course availability may vary in any year. The school reserves the right to add, modify, or remove courses as necessary.***



THEOLOGICAL STUDIES DEPARTMENT

The Theological Studies Department provides students with a solid theological foundation to enable the pursuit of life's ultimate meaning and purpose and to explore the deeper dimension of the human in relation to God. The department seeks to empower students to live lives of faith expressed in the unfolding of their created uniqueness and in the living of just interrelationships in the context of the global community. The department provides students with clear doctrine, intelligent reading of the Scriptures, and moral guidelines according to the teachings of the Catholic Church. It fosters that sense of justice grounded in the Judaeo-Christian tradition which enables them to respond to the challenges of their world and in doing so to expand the reign of God.

MERCY CHARISM INTEGRATED INTO THE MIDDLE CURRICULUM

The story, vision, and mission of Catherine McAuley, foundress of the Sisters of Mercy, is woven throughout the entire theological studies curriculum. Catherine's Catholic faith provided her the pathway to God and to her experience of Jesus the Christ whose face she came to see in the poor whom she served and to whom she ministered. Catherine wrote that "…our center is God from whom all our actions should spring from their source."

As the students progress through their studies of doctrine and scripture, they are brought into deeper awareness of the dignity of all life, a dignity that arises from the Divine call into being and of the rights due all elements of creation because of their very nature as created by God. They also come to understand the manner of authentic interaction. The students, through their study and guided experiences, are also open to the need for prayer and the sacraments which Catherine saw as the sources from which to draw the strength necessary to bring truth to a world conflicted and often blind to the unseen Truth is at the heart of all. Thus, students are provided with the foundational understanding that led to Catherine's understanding of the world and of her call to ministry which is given contemporary expression in the Critical Concerns of the Sisters of Mercy – the concerns for Earth, Immigration, Nonviolence, Racism and Women.

Leading the students to discover their relationship with God through their study and contemplation of Jesus the Christ, God Incarnate, the teachers of the Theological Studies Department are sharing in Catherine's transformative educational ministry to have "Jesus Christ be formed in us," and like her, to aid them in having the Christ "be recognized in our conduct." Thus, they share in her insight and continue her story.

GOALS

Having completed the Theological Studies Program, will:

- recognize their being in relationship with God and express in worship, prayer, and service the faith that is in them;
- express their created uniqueness through personal choices and lifestyles;
- understand and appreciate the ways in which others find and respond to the divine Presence in the world;
- make informed decisions based on a clear understanding of the Judeo-Christian tradition, integrating a relationship between personal conduct and social accountability;
- demonstrate understanding of the interdependence of all life through reverence for the environment as God's stewards on the earth.

4602 – Religion **Grade 6**
1 Credit

This course focuses on the Hebrew Scriptures and the main theme of covenant faithfulness between God and humanity. Students will develop an understanding, through study of the people and events within Scripture, of who God is, of what it means to be a person of faith, and about how to cultivate a faithful relationship with God.

4702 – Religion **Grade 7**
1 Credit

This course begins with a focus on God as Trinity. Students will then examine the life and ministry of Jesus Christ, as recorded in the four Gospels of the Christian Testament. This course also includes an exploration of how we experience Jesus in the celebration of the Seven Sacraments and how these sacraments strengthen us to actively live our faith in the world today.

4801 – Religion **Grade 8**
1 Credit

This course begins with a concentration on moral decision-making. Students will develop an understanding of the Ten Commandments and Beatitudes as a basis for forming one's conscience and acting for the good. Also included in the second half of this course is a survey of the major events and people that helped shape the history of the Catholic church and the lessons this history offers us today.

ENGLISH DEPARTMENT

The English Department promotes the value of the study of the humanities and strives to broaden students' horizons by leading them to an appreciation of the diversity of human experience and the beauty of the human spirit through the study of high-interest and wide-ranging literature in its various forms—fiction, nonfiction, poetry, and drama. We believe that such exposure will help students to develop a strong moral code as well as an awareness of themselves as individuals who are empowered to contribute to the humanization of society in a world focused on science and technology. In addition, students gain the skills necessary to express themselves in both written and oral platforms to a variety of audiences. Close reading, analytical, and critical thinking skills are stressed in every aspect of the English curriculum in order to equip students with the tools they need to take their place in the global community as inquisitive, creative, articulate, and cultured individuals.

GOALS

Upon completion of the English Program, the student will be able to:

- communicate information and personal opinion clearly, concisely, and completely in a manner appropriate to the given context;
- demonstrate proficiency and comprehension in written and spoken English;
- identify and use appropriate research strategies;
- use technology responsibly as an effective communication tool.

The student will know:

- a wide range of literature from many time periods and cultures as expressed in various genres;
- various research strategies, including the use of technological resources.

The student will appreciate:

- the diversity of literature and its authors;
- the aesthetic dimension reflected in literature;
- the place of the moral perspective in reading and responding to literature.

Ultimately, by engaging in literary experiences, the student will be exposed to Mercy values and learn lifelong skills that will empower her to contribute to the humanization of society.

2600 – English 6 **Grade 6**
1 Credit

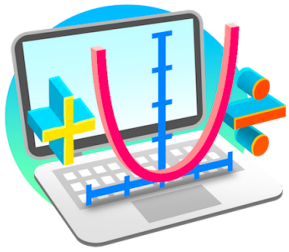
The Grade 6 English curriculum blends grammar, vocabulary, writing, speaking and listening skills, with the study of literature. As Grade 6 is a transition year from lower school to middle school, it is important to build on students' learnings in English 5 and establish a firm base for Upper School English courses as well. The class structure uses a combination of whole class and individual instruction, as well as cooperative group work, projects, and classroom discussions to support student learning in English 6. The course emphasizes four key features: growth in reading comprehension of complex texts, writing in response to reading and research, flexible communication skills in speaking and listening, and effective use of language conventions and vocabulary. Content is organized into theme-based units focused on an essential question. Students are introduced to the Modern Language Association (MLA) format for papers. Students use electronic devices such as iPads and laptops to access educational applications in the classroom.

2700 – English 7 **Grade 7**
1 Credit

The Grade 7 English curriculum builds on skills learned in English 6 and blends grammar, writing, speaking and listening skills, vocabulary, with the study of literature. Whole class, group, and individual instruction, combined with cooperative group work, projects, writing workshops, and thematic units, support student learning in English 7. The course emphasizes four key features: expanding reading comprehension of complex texts, improving expository writing skills in response to reading and research, flexible communication skills in speaking and listening, and effective use of language conventions and vocabulary. Content is organized into theme-based units focused on an essential question. Students continue using their knowledge of the Modern Language Association (MLA) format for papers. Students use electronic devices such as iPads and laptops to access educational applications in the classroom.

2800 – English 8 **Grade 8**
1 Credit

The Grade 8 English curriculum builds on skills learned in English 7 and blends grammar, writing, speaking and listening skills, vocabulary, with the study of literature. As Grade 8 prepares students for Upper School English courses, the goal is to achieve competency in essential English Language skills. Whole class, group, and individual instruction combined with cooperative group work, projects, writing workshops, and thematic units support student learning in English 8. The course emphasizes four key features: reading comprehension of high-level complex texts, analytical writing in response to reading and research, flexible communication skills in speaking and listening, and effective use of language conventions and vocabulary. Content is organized into theme-based units focused on an essential question. Students use the Modern Language Association (MLA) format for papers, as introduced in English 6. Students use electronic devices such as iPads and laptops to access educational applications in the classroom.



MATHEMATICS & COMPUTER SCIENCE DEPARTMENT

The Mathematics and Computer Science Department provides an educational program in which students develop the critical-thinking, problem-solving, computational, and active learning skills essential for responsible decision-making and career success and informed citizenship.

St. Mary Academy – Bay View provides a sequential and comprehensive curriculum that gives opportunities for all students to become creative, critical thinkers and skilled problem-solvers who effectively use current technological tools. It is our goal as a department to provide the mathematical skills to solve problems in science, technology, and other fields.

The Mathematics core curriculum for all students will include topics in geometry, probability and statistics, as well as algebra with the appropriate use of technology in mathematics. All middle school level courses use the TI-30XS calculator (all high school level courses, such as Algebra 1 use the TI-84 CE), appropriate websites, online lectures, and support software.

To be well-educated and prepared for careers in a computing-intensive world, students must have a clear understanding of the concepts and practices of computer science. The Computer Science curriculum uses an inquiry-based approach, presenting open-ended problems in the context of computer science concepts and topics. These courses allow students to create and interact in a collaborative and cooperative atmosphere. Students become familiar with the many ways in which computing enables innovation, and they analyze the potential benefits and negative effects of computing in a number of contexts.

The sequence of courses is in place to increase students' knowledge, confidence, and interest in Computer Science. These courses create a strong foundation and understanding for students no matter the course of studies they plan to follow after graduation.

GOALS

Upon completion of the mathematics program, students will be able to:

- develop an understanding of mathematical processes, facts and concepts;
- communicate mathematical ideas, processes, concepts and solutions graphically, algebraically, numerically and verbally;
- use algebraic, geometric, inductive and deductive reasoning to solve problems;
- use appropriate technologies to enhance the understanding of mathematics;
- use mathematics to support and defend her conclusions in any discipline;
- provide opportunities to recognize patterns, make generalizations, and test the validity of the hypothesis;
- demonstrate mathematical understanding through a variety of assessments;
- use and extend the connections among mathematical topics, between mathematics and other disciplines, and between mathematics and the real world;

Upon completion of the computer science program students will be able to:

- organize, analyze and interpret data in any form;
- introduce the fundamental concepts of computer science to all students;
- connect computer science to appropriate real world challenges as a means to motivate and empower, promote individual growth, and spark a desire for life-long learning;
- complement other disciplines and build upon as well as develop student knowledge;
- develop the skills, practices and knowledge to participate in a world that is increasingly influenced and shaped by technological advancements;
- adapt and prosper under constantly changing conditions;
- study facets of computer science in more depth and be prepared for entry into computer science classes in the Upper School.
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1600 – MATHEMATICS 6 **Grade 6**
1 Credit

Mathematics 6 begins by building on students' understanding of multiplication and division and equivalent fractions as a basis for understanding ratios and proportional reasoning. Work with positive rational numbers continues as students build fluency with standard algorithms for fraction and multi-digit decimal operations. Formal work with expressions and equations also begins at this level as students use variables to represent relationships and solve problems. Students then extend their understanding of numbers to include negative rational numbers, absolute value as a distance, and coordinates of points in all quadrants of the coordinate plane.

Students extend their understanding of length, area, and volume as they solve problems involving the areas of triangles, special quadrilaterals, and polygons, and volume of rectangular prisms. Finally, formal work with statistics begins at this grade level in the final two units as students represent data in various ways and build their understanding of statistical variation.

There is a focus throughout the course on the Standards for Mathematical Practice. These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be brought to bear, some practices may prove more useful than others. In Grade 6, students should pay particular attention to precision of language as they begin to formalize ideas from elementary grades. As students begin to work with variables and develop fluency with algorithms and geometry formulas, they have the opportunity to make use of the structure of mathematics and describe regularity in repeated reasoning.

1701 – MATHEMATICS 7 **Grade 7**
1 Credit

Mathematics 7 builds on Grade 6 work by extending students' understanding of ratio to a more formal understanding of rate and its application with percentages. Students extend their understanding of operations with rational numbers to include negative rational numbers.

Students then continue the work they started in Grade 6 in writing expressions and equations, laying the groundwork for their Grade 8 work with functions.

The course then turns to more formal methods for writing and solving multi-step equations and inequalities. Students also build on the Grade 6 work with proportional reasoning as they learn to scale 2-dimensional figures and to apply proportional reasoning to probability and statistical situations. Students gain fluency with area, surface area, and volume of 2- and 3-dimensional shapes composed of polygons, including right prisms and pyramids. They use the formulas for area and circumference of a circle to solve problems and understand the relationships among the components of a circle. The final unit of study lays the groundwork for high school geometry as students investigate informal proofs of key geometric relationships among triangles.

There is a focus throughout the course on the Standards for Mathematical Practice. These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be brought to bear, some practices may prove more useful than others. In Grade 7, reasoning and developing viable arguments are particularly important, as are modeling, the use of strategic tools, and precision of language.

1702 – ACCELERATED MATH 7 **Grade 7**
1 Credit

Prerequisite- Third quarter review of Grade 6 Math with a semester grade of A, a third-quarter grade of A or higher, teacher recommendation, and confirmed by the successful completion of the course.

The 7th-grade accelerated math program is designed to provide a fast-paced progression that covers the essential concepts in the 7th- and 8th-grade learning standards. Emphasis is placed on mathematical reasoning, non-routine problem solving, and algebraic connections among mathematical ideas. Active learning is emphasized by interactive visualizations and the use of manipulatives, communication skills via journals, cooperative learning groups, and the appropriate use of calculators and computers. The course provides students with the concepts and skills needed for success in Algebra I Honors.

1802 – MATHEMATICS 8 **Grade 8**
1 Credit

Grade 8 mathematics begins with congruence transformations of the coordinate plane, followed by exploration of similarity transformations, which contribute to students' conceptual understanding of slope. Students apply their previous understandings of ratio and proportional reasoning to the study of linear functions, equations, and systems, including a deep understanding of slope. They explore negative integer exponents and irrational numbers, and they deepen their understanding of geometric concepts by investigating and applying the Pythagorean theorem.

The Grade 8 course provides students the opportunity for a deep study of linear functions and their graphs, and problems involving linear functions and equations. Students also investigate bivariate categorical and numerical data. Work with numerical data builds on students' learning from earlier units around linear functions and modeling. Students also investigate and interpret

the representations of nonlinear functions and compare them to linear functions. Finally, students extend their work in geometry to include angle relationships in parallel lines and triangles and the volume of cones, cylinders, and spheres.

There is a focus throughout the course on the Standards for Mathematical Practice. These practices should become the natural way in which students come to understand and do mathematics. While, depending on the content to be understood or on the problem to be solved, any practice might be brought to bear, some practices may prove more useful than others. In Grade 8, making use of structure in mathematics is particularly important, as are modeling, the developing viable arguments, and precision of language.

1900 – ALGEBRA I – HONORS **Grades 8 and 9**
1 Credit

Prerequisite – Midyear Review of Grade 7 Accelerated Math (semester grade of B+ or higher), or Grade 8 Math (semester grade of A or higher), at or above the 80th percentile for PSAT 8/9, teacher recommendation, and confirmed by the successful completion of the course.

Algebra I is a required mathematics course for all freshmen at Bay View. Algebra I Honors covers the same material as Algebra I-CP but does so in ways that demand significantly greater student independence, increased quantity and complexity of quantitative work, superior reading comprehension skills, and greater ability to cope with and make sense of complexity, ambiguity, abstraction, and theoretical work.

9007 – COMPUTER SCIENCE 6 **Grade 6**
.5 Credit

The grade 6 computer science curriculum begins with Code.org's Computer Science Discoveries. Students start with Problem Solving, a highly interactive and collaborative introduction to the field of computer science. Through a series of puzzles, challenges, and real world scenarios, students are introduced to a problem solving process and learn how computers input, output, store, and process information. Students then build on their knowledge of the problem solving process and information processing cycle of input, output, processing and storage to code a multilevel game in Scratch as well as analyzing other games on Scratch to determine what input, output, processing and storage is used and how the games are coded. Students are also introduced to Robotics and/or an Artificial Intelligence Unit. All grade six students take this class.

9009– INTERACTIVE ANIMATION AND GAMES **Grades 7 and 8**
.5 Credit

The course curriculum is based on Code.org's Computer Science Discoveries (CS Discoveries) and is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun. Students build on their coding experience as they program animations, interactive art, and games in Gamelab, using JavaScript. The course starts off with displaying and animating primitive shapes and builds up to more sophisticated sprite-based games, while becoming familiar with the programming concepts and the design process computer scientists use daily. Students learn that in the design process, simple constructs can be combined to create more complex programs. In the final project, students develop a personalized, interactive program.

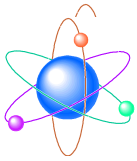
9604 – ROBOTICS **Grades 7 and 8**

.5 Credit Limited to 10 students

The Robotics course is built around theme-based challenges that will engage students in research, problem solving, coding, and engineering concepts connected to real-world problems. The class revolves around *FIRST@* Core Values which emphasize teamwork, discovery, and innovation. Students emerge more confident, excited, and equipped with the skills they need in a changing workforce.

Students interested in taking this class will automatically be part of the Saint Mary Academy - Bay View middle school robotics team and participate in the *FIRST@* LEGO@ (FLL) guided, global robotics competition. This class is limited to ten students who must be highly motivated and committed to working as a team. **Students must be able to dedicate two full days to the competitions and be able to meet outside of regularly scheduled classes in order to be considered for the class**. Interested students should talk to their school counselor to apply for this course.

Science



The Science Department fosters individuals who are science literate and confident. The science program is designed to encourage curiosity and creativity while preparing the students to face the scientific and ethical challenges of our global community. Students develop and apply critical thinking, analytical thinking, and problem-solving skills as they integrate their knowledge of science with other disciplines. The overall focus is for students to acquire proficiency in the use of scientific language, concepts, materials, and appropriate technology.

GOALS

The student will be able to:

- use scientific methods, equipment, and technology to investigate and solve problems, working collaboratively and individually;
- demonstrate through written and verbal communication an understanding and application of scientific concepts and language;
- integrate, analyze, and apply information from the sciences and other disciplines;
- explain the basic structures and functions of living things;
- compare and contrast how living things interact with one another and with the environment;
- explain the relationship between properties of matter and energy, and the laws that govern the natural world;
- examine the major developments in science;
- explore career opportunities;
- recognize that the body of scientific and technological knowledge is constantly changing and will take personal responsibility for lifelong learning.

3602 – INTRODUCTION TO ECOLOGY **Grade 6**
1 Credit

Introduction to Ecology lays the foundation for the study of middle school science by focusing on the practices of science and engineering through an in-depth study of the topic of ecology. Students will learn about ecosystems, their inhabitants, and dynamics while engaging in experimental design, engineering solutions to real-world problems, developing models, and addressing the Mercy Critical Concern of Earth.

3705 – INTRODUCTION TO LIFE SCIENCE **Grade 7**
1 Credit

Introduction to Life Science continues to develop students' understanding of the practices of science and introduces them to the crosscutting concepts that link disciplines by approaching the topic of life science through a widening lens. Students will learn about cellular biology, genetics, evolution, and human body systems while engaging in experimental design, working on the Anatomage table, and developing models to provide explanations of real-world phenomena.

3706 – THE CHEMISTRY OF LIFE- ACCELERATED **Grade 7**
1 Credit

Prerequisite - concurrent enrollment in Accelerated Math 7, third quarter review of Grade 6 Science with a semester grade of A or higher, teacher recommendation, and confirmed by the successful completion of course.

The Chemistry of Life is designed to be a fast-paced progression that covers the essential concepts in the 7th and 8th grade learning standards in science to prepare students to take Introductory Physical Science - Accelerated in the 8th grade. Students continue to focus on the practices of science and engineering while also developing their understanding of the crosscutting concepts that connect the physical and life sciences. Special emphasis is placed on the development of models, collaborative learning, and quantitative reasoning.

3805 – INTRODUCTORY PHYSICAL SCIENCE **Grade 8**
1 Credit

Introductory physical science continues to develop students' understanding and mastery of the practices of science and engineering as well as the crosscutting concepts through the study of the foundations of chemistry. Emphasis is placed on using pattern analysis to aid in the development and refinement of conceptual models, engaging in argument from evidence, and building laboratory skills. Students who successfully complete this course are eligible to take Biology Honors in grade 9.

3804 – INTRODUCTORY PHYSICAL SCIENCE – ACCELERATED **Grade 8**
1 Credit

Prerequisite: Concurrent enrollment in Algebra I Honors, midyear review of Grade 7 science (semester grade of B+ or higher), or Grade 8 Math (semester

grade of A or higher), at or above the 80th percentile for PSAT 8/9, teacher recommendation, and confirmed by the successful completion of the course.

Introductory physical science continues the development of students' understanding and mastery of the practices of science and engineering as well as the crosscutting concepts through the study of the foundational concepts of chemistry and physics. Emphasis is placed on using algebra-based mathematical and computational thinking, development and refinement of conceptual models, and laboratory skills. Students who successfully complete this course are eligible to take Biology Honors in grade 9.

3807 – MARINE BIOLOGY **Grades 7 and 8**
1 Credit

Dive into the vibrant world of marine biology in this immersive course that explores the diverse ecosystems and organisms that inhabit our oceans. Students will study the fundamental principles of marine science, including oceanography, marine ecology, and the biology of various marine species, from microscopic plankton to majestic whales. Through hands-on activities, field trips, and laboratory experiments, students will investigate marine habitats, such as coral reefs, estuaries, and deep-sea environments, while examining the interdependence of marine life. Additionally, students will discuss current issues affecting marine ecosystems, such as climate change, pollution, and conservation efforts, fostering a sense of stewardship for our planet's oceans. Join us to uncover the mysteries of the sea and gain a deeper appreciation for the critical role that marine environments play in our world.

3806 – HUMAN ANATOMY **Grades 7 and 8**
1 Credit

Welcome to the fascinating world of the human body! In this introductory elective course, middle school students will explore the eleven body systems through interactive notes, hands-on and virtual labs, and begin their study of the Anatomage table. Students will investigate the structure and components of each body system and how this will determine its function. Additionally, students will conduct research on disorders that affect each body system to showcase the importance of homeostasis and what happens when it is disrupted.

HISTORY/SOCIAL SCIENCES DEPARTMENT

"Make a career of humanity. Commit yourself to the noble struggle for equal rights. You will make a greater person of yourself, a greater nation of your country, and a finer world to live in."

Martin Luther King, Jr.

The History/Social Sciences Department believes that promoting an understanding of historical events, and the context in which they occurred, combined with an understanding of the human condition, enables students to approach present day challenges with an informed mind. Thus, through the study of the discipline, supplemented and strengthened by the application of the latest technology, the department seeks to instill in students a determination to become an influential participant in the global community.

GOALS

Upon completion of the History and Social Sciences Program, the student will be able to:

- think critically, communicate effectively, and solve problems;
- demonstrate analytical skills through the process of examining and researching primary and secondary sources;
- write clearly and effectively within the framework of the curriculum;
- enhance research through the use and application of technology;
- understand the connection between the basic knowledge of historical events and their impact on the contemporary world;
- comprehend the environmental, political, legal, social, and economic factors which shape our world;
- exhibit moral and ethical decision making;
- develop skills which reflect an appreciation of human dignity;
- develop an appreciation for the challenges facing the global community in the 21st century.

NOTE: The Middle School course sequence is being updated. Beginning in SY 2026/27, Grade 7 will be Ancient World History.

5601 – UNITED STATES HISTORY — Grade 6
1 Credit

This survey course provides an introduction to United States History. Students will examine the cultural, political, economic, and diplomatic forces that shaped America beginning in the late eighteenth century through the twentieth century.

5706 – UNITED STATES HISTORY **Grade 7**
1 Credit

This course is an introduction to United States History. Students will examine the dramatic changes experienced throughout the sixteenth, seventeenth, and into the eighteenth centuries. We will focus our study on the cultural, political, economic, and diplomatic forces that shaped America from the age of discovery through the formation of the new nation.

5802 – EMERGENCE OF THE MODERN WORLD **Grade 8**
1 Credit

Students in this one-year course will examine the emergence of the Modern World, focusing on the major political, religious, economic, social, and cultural trends from the Middle Ages to the mid-eighteenth century across all major world societies.

WORLD LANGUAGES DEPARTMENT

"Learning to speak another's language means taking one's place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our most important link to the world around us."

Sandra J. Savignon
(*Communicative Competence: Theory and Classroom Practice: Texts and Contexts in Second Language Learning, 1983*)

The World Languages Department at St. Mary Academy - Bay View promotes understanding of peoples and cultures. We endeavor to prepare young women for the challenges and opportunities of the twenty-first-century global community. Through a variety of offerings and technology-based activities and lessons, young women develop interdisciplinary skills that will enhance their ability to succeed in a complex socio-economic world. We also affirm that, in her

success, the Bay View alumna shall be ever mindful of those in need, whether in her immediate community and country, or internationally. We value the potential of our students to become life-long learners; therefore, we endeavor to foster this integral aspect of these competent young women with the hope that they will participate in creating "… a more just, verdant, and peaceful world." (MacArthur Foundation).

GOALS

Upon completion of the World Languages Program, the student will be able to:

- understand the concept and nature of language;
- communicate competently through the English language;
- communicate at a beginning level through at least one other global language and demonstrate knowledge and understanding of its culture;
- recognize and understand the diversity among peoples and cultures; and
- appreciate that we are part of a global community.

Fluent speakers of a world language and students new to Bay View entering grade 8 who have prior language exposure will be given a placement test to assess reading and writing ability, in addition to speaking skills, to ensure proper placement.

6605 – INTRODUCTION TO SPANISH LANGUAGE AND CULTURE Grade 6
1 Credit

This course introduces students to the Spanish language and Hispanic culture. It is intended to cultivate an appreciation of all people, their traditions, history, art and music. Strategies for successful language acquisition, such as flashcards, T-charts, realia, visuals and others will be presented in order to introduce language, and students will be expected to use them. The instructor will provide a variety of pair and group work culture-related activities and projects that will develop students' insight and encourage them to enhance their observational and analytical skills.

6703 – SPANISH 7 Grade 7

1 Credit

This course will complete the first half of the Spanish 1 curriculum, and is designed to teach the student to maintain basic discussion and to express preferences relating to daily situations. The initial skills of listening and speaking will be emphasized during the primary stages in order to teach proper pronunciation and intonation. Reading and writing will then be integrated in order to foster the achievement of world language competencies. Geographic and global awareness, as well as an understanding of cultural differences and similarities, will be explored through research projects, reports, guest speakers, and videos. Spanish will be used throughout the class when appropriate.

6814 - SPANISH 8 Grade 8
1 Credit

The students will complete the second half of the Spanish 1 curriculum for middle school students. They will achieve the objectives through continued emphasis on listening, oral proficiency, reading and writing skills. Personal understanding of cultural differences and similarities through examination of host cultures will continue. Spanish will be used throughout the class when appropriate.

6800 – SPANISH 1 **Grades 8, 9, 10, 11 and 12**
1 Credit

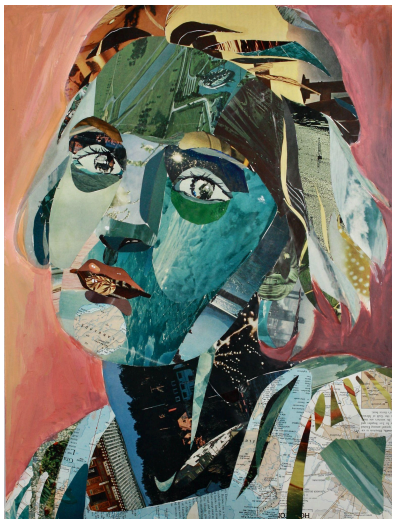
Spanish 1 is designed to enable the student to understand oral and written communication relating to daily situations regarding topics such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations, such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to facilitate the acquisition of proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and the use of technology. Spanish will be used throughout the class when appropriate.

6802 – ITALIAN 1 **Grades 8, 9, 10, 11 and 12**
1 Credit

Italian 1 is designed to enable the student to understand oral and written communication relating to daily situations regarding topics such as weather, family, travel, and school. The student will also be able to interact in the language in basic situations such as obtaining information and completing transactions. The initial skills of speaking and listening will be emphasized during the primary stages in order to teach proper pronunciation and intonation. Reading and writing will be integrated in order to achieve world language competencies. Cultural understanding and insight will be achieved through presentations, reports, videos, guest speakers and technology. Italian will be used throughout the class when appropriate.

6803– FRENCH 1 **Grades 8, 9, 10, 11 and 12**
1 Credit

French 1 is designed as an introduction to the French language and cultures of the diverse Francophone world through the 5 Cs: Communication, Cultures, Connections, Comparisons and Communities. It is a course designed to enable students to understand oral and written communication in French relating to daily situations regarding topics such as weather, family, travel, hobbies, food and school. The fundamentals of French pronunciation, grammar, and culture are presented through a balanced development of all four skills: listening, speaking, reading, and writing. The initial skills of speaking and listening will be emphasized during the primary stages in order to teach proper intonation and pronunciation. Reading and writing will then be integrated in order to achieve competency in French according to this level. This course will provide a variety of pair and group work activities in which students will use French in a wide range of settings and contexts. It will offer culture-related activities and questions that will develop students' insight and encourage them to develop observational and analytical skills.



VISUAL ARTS DEPARTMENT

The Visual Art Department focuses on the development of the students' creative thinking skills and problem solving abilities. With the application of the design process, students learn to communicate their creative ideas through strong visual statements. The art program provides the opportunity for students to develop independent thinking skills as well as an understanding of the role of art and design in society.

GOALS

Upon completion of the visual arts program, the student will be able to:

- express herself with the acquired discipline and technical skills necessary to communicate effectively through visual form;
- appreciate her own creativity and the diversity of artistic styles and techniques;
- develop creative solutions to design problems;
- articulate an understanding of the influence of art on society in a historical and contemporary context;
- analyze the effective use of elements and principles of design;
- apply the design process to problem solutions.

7602 – ART EXPLORATION **Grade 6**
.5 Credit

The goal of this one-semester course is to introduce students to the visual arts and the creative practices that are the foundation of the Arts Program. Students will develop basic technical and creative skills incorporating various mediums and techniques, and will begin to study the basics of the elements and principles of design.

7904 – INTRODUCTION TO ART & DESIGN **Grade 7**
.5 Credit

Imagination and creative problem-solving are the focus of this one-semester course. Students are given the opportunity to explore materials and techniques and use the design process to create work that activates creative thinking skills. With a basic knowledge of the elements and

principles of design, students will create projects that are well constructed and demonstrate a knowledge of good design.

7906 – ART & DESIGN 2 **Grade 8**
.5 Credit

In this one-semester course, students will expand on the knowledge and skills learned in Introduction to Art and Design. The elements and principles of design are the focus, along with creative problem-solving and technical skills. Students will continue to advance their understanding of good design and explore new techniques, including two-dimensional and three-dimensional design challenges.

PERFORMING ARTS DEPARTMENT

The Performing Arts program presents a curriculum that is composed of studies in theory and exercises in stage performance, technical theater, and music. Through such a balanced curriculum, this department seeks to instill in its students a love for and an appreciation of the performing arts; an understanding of the complexity of theater production in all of its forms; and the ability to recognize the historical importance of performing arts in the development of culture. It is the desire of the department that its offerings will establish in students a life-long love for theater and music.

GOALS

Upon completion of the Performing Arts program, the students will be able to:

- read and analyze a script on various levels and written in various styles;
- perform short scenes before an audience;
- communicate directions and solve problems in production, design, and direction;
- read three-part vocal harmonies in a variety of musical styles.

They will know and understand:

- the historical development of drama as a genre and theater as a cultural reality;
- the concepts of color, rhythm, and focus in theater design;
- the impact of correct lighting design on a scene;
- the musical content of musical history from the Baroque Period to modern day.

Finally, they will value and appreciate:

- the self-esteem and confidence that is nurtured by performance;
- the effectiveness of teamwork and collaboration toward a common goal;
- the aesthetic dimension reflected in music and drama.

8011 - MS CHORUS 7/8
8016 - MS CHORUS Grade 6 **Grades 6, 7 and 8**
1 Semester

The Performing Arts/Choral class will be an exploration of music and singing, dance, acting and improvisation, and technical theater. Students will sing as a chorus while harmonizing and learning vocal parts. Students will engage in beginner dance routines and be encouraged to expand their movement abilities. Through the use of scripts and scenes, students will have the opportunity to portray different characters and learn various acting techniques. This class will touch on aspects of technical theater, and will discuss the uses of lighting, sound, costuming, and prop making in production. As a chorus, students will sing at school liturgies and other events. This semester class will culminate in a showcase performance and all students will participate as cast, tech crew, or backstage helper.

**** Students who elect to be in the cast or tech crew will be expected to attend rehearsals after school and on some weekends, depending on role and tech duties. Backstage helpers will be expected to attend the final performances, but not after school or weekend rehearsals.***

8012 – MS ORCHESTRA **Grades 6, 7 and 8**
.50 Credit - 1 Semester

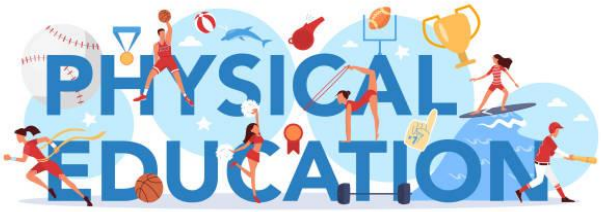
The Bay View Middle School orchestra is for students who have an understanding of basic music reading, instrument assembly and maintenance, correct playing position, and sound production on their instrument. The class focuses on the refinement of tone quality, technique, and music theory. Middle school orchestra will perform at the Bay View Christmas and Spring concerts as their own ensemble and with our Upper School Orchestra. Students will also have the opportunity to perform at two different private recitals as soloists or in small group ensembles.

**** Understanding basic music reading is required. Experience playing a string, woodwind, or brass instrument for at least half a year. One (1) dress rehearsal the week of the Christmas concert and participation in the annual Christmas concert.***

8923 – INTRO TO PIANO KEYBOARD **Grades 7 and 8**
.50 Credit - 1 Semester

This course is designed for students with no previous instrument experience who are interested in learning to play piano. Students will learn basic music theory concepts and apply them to performance repertoire. Students will engage in individual as well as ensemble performance. A strong emphasis will be placed on the development of finger technique and good practice habits. It is recommended that students have a piano keyboard at home to practice skills outside of the classroom. The class is limited to 16 students.

****No previous instrument experience required.***



PHYSICAL EDUCATION AND HEALTH DEPARTMENT

It is the desire of the Physical Education/Health Department to nurture in each student the self-esteem which develops from being in one's best physical, intellectual, social, emotional and spiritual condition and the understanding that personal choices exert a powerful influence on their total wellness. Students will demonstrate health literacy and a commitment to life-long wellness with the knowledge, techniques, and strategies provided for making healthy choices. We endeavor to provide opportunities for all students through an array of offerings with technology-based activities and lessons. We provide a program that challenges and promotes lifelong fitness through participation in various physical activities in which students reach beyond their personal range of normal physical abilities.

GOALS

Upon completion of the Physical Education/Health program, the student will be able to:

- center activities around ideals of leadership and sportsmanship as a source of overall development, not just physical development;
- challenge herself through recreational play;
- assume personal responsibility and create experiences of responsible behavior for her own wellness;
- obtain, interpret, and understand basic health information and services in ways that benefit her health, as well as the health of those around her.

She will know and understand:

- the physical, intellectual, social, emotional, and spiritual dimensions of wellness;
- the skills involved with being a critical thinker, responsible citizen, self-directed learner, and an effective communicator;
- the specific components of wellness including personal health, stress management, nutrition, fitness, avoidance of alcohol, tobacco and other drugs, wholesome family life, disease prevention, and safety;
- a variety of physical activities that strengthen and develop individual and team sport skills, sportsmanship, and teamwork.

Ultimately, she will value:

- the role of physical activity and healthy choices in maintaining her total well-being;
- self-improvement over competition;
- taking responsibility for her health and the health of those around her.

All students are required by Rhode Island state law to participate in a school-based physical education program. Bay View requires that each student earn .25 credit in physical education

and .25 credit in health education each year. All students must participate and successfully complete a physical education program unless a valid medical excuse from a physician is filed in writing with the Physical Education teacher and the school nurse.

0603, 0703, 0803 – PHYSICAL EDUCATION Grades 6, 7 and 8
.25 Credit

Students are introduced to challenging and enjoyable activities that promote knowledge of fitness and development. Physical fitness is promoted through participation in activities involving cardiorespiratory endurance, flexibility, muscular strength, and endurance. As the students progress, they are introduced to the team concepts of soccer, basketball, volleyball, softball, and tennis. Through participation in these sports, leadership qualities and sportsmanship are developed. Physical fitness is promoted through aerobic activities, gymnastics, and fitness testing.

0604 – HEALTH EDUCATION Grade 6
.25 Credit

This course assists young girls in making the gradual adjustments necessary for adolescent life. This course assists students in increasing and strengthening the values and attitudes that will favorably influence their relationships with others.

0704 – HEALTH EDUCATION Grade 7
.25 Credit

This course assists the young teenager in making the gradual adjustments necessary to lead a healthy and happy adult life. It strives to make her aware of her real worth and of the values and attitudes that will favorably motivate her personal behavior and relationships.

0804 – HEALTH EDUCATION Grade 8 . 25 Credit

This course reviews the material of grade seven and strives to strengthen the student's concept of her own real worth and of values and attitudes that will favorably motivate behavior and relationships. Special attention is given to the teenage problems of alcohol and drugs.