

COURSE CATALOG

2026-2027



RYE MIDDLE SCHOOL

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RYE MIDDLE SCHOOL MISSION STATEMENT

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

The Rye Middle School:

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

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

INTERSCHOLASTIC ATHLETIC MISSION STATEMENT

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

INTRODUCTION

Rye Middle School is a Blue Ribbon School of Excellence

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

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

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

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

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

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

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

RMS students take core and non-core classes. English language arts, social studies, math, and science are considered core classes. All other classes, such as world language, electives, and support classes, are considered non-core classes.

Sixth Grade

Core

English Language Arts
Social Studies
Math
Science

Non-core

World Language
Reading
Music (EOD)
Engineering (EOD)

Physical Education
Skills for Success (Quarter)
Words Matter (Quarter)
Art (Quarter)
Passion Project (Quarter)

Seventh Grade

Core

English Language Arts
Social Studies
Math
Science

Non-core

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

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

Eighth Grade

Core

English Language Arts
Social Studies
Math 8 / Algebra 1
Science 8/HS Earth & Space

Non-core

World Language
Art
Music
Engineering (Semester)

Physical Education
Health (Semester)
Elective – RMS Alive, Speech &
Debate,
Canvas & Timber
Elective - Music Lab (Semester)



ENGLISH LANGUAGE ARTS

English language arts skills are central to the interdisciplinary approach at Rye Middle School. Aligned with the New York State Next Generation Learning Standards, the Rye Middle School English language arts curriculum encompasses instruction and extensive practice in reading, writing, speaking, listening, and critical thinking. Technology is embedded in the work that we do in ELA from word processing to creating digital texts and media.

Reading

Reading is a core skill and not only do we want to bolster students reading skills across the curriculum we want to encourage a love of reading, build vocabulary, and world knowledge. In each middle school grade, students read a variety of classic and contemporary novels, short stories, plays, poetry, and nonfiction titles. Many units of study are guided by choice around themes and essential questions that connect to the Rye City School District Commitment: critical thinking, collaboration, creative communication, problem solving, and caring individuals. At each grade level students have all-class reads as well as thematic book club choices throughout the school year.

We want to expose students to a wide variety of literature at each grade level. These texts may include, but are not limited to, the following titles and units:

Grade Six

- Selections from Greek Mythology
- Just Like Jackie* by Lindsey Stoddard
- The Outsiders* by S.E. Hinton
- Nonfiction Unit
- Alan Gratz Historical Fiction Book Clubs
- Poetry and Short Stories

Grade Seven

- Poetry, Short Stories, and Dramatic Literature
- Realistic Fiction Unit: *The Stars Beneath Our Feet* by David Barclay Moore
- Revolutionary War Book Clubs (Titles include: *My Brother Sam is Dead*, *Sophia's War*, *Chains*)
- Novels in Verse Book Club (Titles include: *A Long Way Down*, *White Rose*, *The Crossover*, *Booked*, *Before The Ever After*, *Alone*, *Starfish*, *Other Words for Home*)
- Fever 1793* by Laurie Halse Anderson
- Esperanza Rising* by Pam Muñoz Ryan
- Fantasy Book Clubs (Titles include: *The Hobbit*, *Rover*, *Howl's Moving Castle*)

Grade Eight

- Dystopian Book Clubs (Titles include: *The Giver*, *Unwind*, *Scythe*, *The Getaway*, *Animal Farm*, *The Reader*)
- Mystery and Horror (Titles include: Various *Agatha Christie* novels, *Truly Devious*, *The Lethal Lit Podcast series*)

—Poetry and Selected Short Stories

—Investigative Narrative Nonfiction Unit (Titles include: *The Perfect Storm*, *The 21*, *A World Without Summer*, *Issac's Storm*)

—WWII Book Clubs in Conjunction with Social Studies (Titles include: *Mapping the Bones*, *Salt of the Sea*, *Between Shades of Grey*, *Librarian of Auschwitz*, *The Book Thief*, *We Are Not Free*)

—Building Adversity Book Clubs (Titles include: *The Truth According to Mason Buttle*, *Holding Up the Universe*, *Piecing Me Together*, *Warrior Girl Unearthed*, *Everything Sad is Untrue*)

Summer Reading

To celebrate the power of literature and to create a stronger middle school community, the Rye Middle School Summer Reading Program requires all students to read two texts over the summer vacation. Students are allowed to select any piece of literature, either fiction or nonfiction, as long as they have not previously read the book. The text must be appropriate for school in terms of subject matter, length, and complexity. Teachers will provide students with a list of suggested titles at the end of the school year. The goal of the Rye Middle School Summer Reading Program is to provide both students and teachers an opportunity to discuss great books and to create an atmosphere that will foster lifelong reading. Students will share knowledge about their summer reading selections when they return to school in September.

Writing

Writing is an integral component of our English language arts program. Creative communicators and knowledge constructors are two tenets of the NY State Next Generation Literacy Standards and the International Society of Technology in Education (ISTE) Student Standards that guide our writing program. Throughout the school year students are writing a variety of genres and carrying their writing through the writing process to strengthen their communication and critical thinking skills. Through whole class and small group instruction, students are taught how to plan, draft, rewrite, revise, proofread, edit, and reflect on their writing. Emphasis is on both structured writing assignments and creative writing. Notebooks are a key component of the English Language Arts curriculum as students are learning to take notes on their reading and draft writing ideas.

At Rye Middle School writing across the curriculum is fostered and encouraged, and English language arts teachers have a vital role in supporting and advising students about their writing in other disciplines. Students are expected to master the writing expectations set forth at each grade level, and they are encouraged and challenged to develop their writing skills to their full potential. Mini-lessons, whole class instruction, graphic organizers, models, and mentor texts are utilized to instruct students through the writing process and bolster their written and verbal communication skills.

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

In conjunction with writing skills and development, vocabulary and grammar are also important components of our English language arts program. In sixth grade students participate in the *Words Matter* vocabulary

curriculum and in seventh grade students have extensive grammar instruction to strengthen their vocabulary and grammar skills which are reinforced in eighth grade.



SIXTH GRADE QUARTER ELECTIVES

Grade 6 Reading Workshop Words Matter ¼ Course

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

Grade 6 Skills Course Skills for Success ¼ Course

The overarching goal of Skills for Success is to introduce students to academic and emotional tools they can make use of to achieve individual success. Students will be introduced to and practice various academic skills. These include Dialectical Behavioral Therapy, Executive Functioning, and Digital Literacy.

Art 6 Course ¼ Course

The Rye Middle School 6th grade art curriculum encourages critical thinking, creative exploration, and fun! Students use a variety of materials to address a range of challenges while building new technical skills. They explore composition-building techniques and learn to look at art by using the principles and elements of design as the foundation of their learning.

Passion Project 6 Course ¼ Course

The 6th grade Passion Project curriculum will be research based. The course will teach research skills and allow students to be creative and have ownership of their projects. The research will be self-motivated and reflect the individual's interest. At the end of the course, students will present their project to an authentic audience.

ENGLISH AS A NEW LANGUAGE (ENL) PROGRAM

The English as a New Language (ENL) Program is offered to students in grades K-12 to support English Language Learners (ELLs) in learning English. Classes are available to students from entering level (beginning), through the expanding (advanced) level. ENL classes are designed to help ELLs develop and strengthen their English language proficiency, in accordance with the NY State Next Generation Standards. As required by NY State, a student's eligibility is determined by the New York State Identification Test for English Language Learners (NYSITELL), an incoming screening test. Once students are in the ENL Program their English proficiency is measured annually by the New York State English as a Second Language Achievement Test (NYSESLAT), and supported through an additional two years after achieving English proficiency.



SOCIAL STUDIES

Purpose of Social Studies

Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Our Social Studies program works towards developing thoughtful and informed citizens who can successfully navigate a globalized and interdependent world. Our department focuses on developing a citizenry that understands the processes and ideals outlined by our Constitution and how to participate effectively in a democratic society. By allowing students to think critically and creatively, they can develop 21st-century competencies that will enable them to be successful in high school and beyond. Students learn to research, analyze, and evaluate primary and secondary sources as the basis of historical investigation. Using the district library databases, students learn media literacy skills such as assessing bias and perspective, determining the reliability of sources, and drafting responses grounded in evidence and research. Opportunities for cross-curricular assignments and projects will be available each year to allow students to deepen their appreciation for the material and develop connections across content areas. The Social Studies Department offers students the opportunity to showcase their skills and understanding of the material through various authentic learning experiences.

Social Studies 6

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

Social Studies 7

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

Social Studies 8

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

SCIENCE

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

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

MS Physical Science 6

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

Our initial unit covers lab safety, equipment, and the scientific method. During the measurement unit, students will learn how to accurately determine length, volume, mass, and density. They will also build a strong understanding of what factors affect density and how it might be used in later science courses. Our study of matter in chemistry includes atomic structure, elements and the periodic table, compounds, and chemical changes. In the unit on physics, students will focus on understanding forces, energy, motion, and waves. Throughout the year, students will continue to develop critical thinking skills that encourage them to question, investigate, analyze and communicate information.

MS Life Science 7

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

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

Science 8

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

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

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

Four required middle school labs will be completed in preparation for the state exam in the spring.

HS Earth & Space Science (Accelerated 8th Grade Option)

This is a full high school level class in addition to a full middle school level class of different material. It includes all the NYS Science Learning Standards for both high school Earth & Space Science and middle school Science 8. The standards for both grade levels are different even though they are housed under the same subject. This class will be very different from the traditional Regents Earth Science option that has been offered for many years. While the old Regents Earth Science class could be considered an honors version of Science 8, this course will be much more rigorous and fast paced. There will be less time for science exploration and interaction with the Crosscutting Concepts and Science & Engineering Practices because double the content will be covered.

There will be a required summer assignment for all students which will need to be completed before the start of school in order to stay in the class. The internet is needed to access assignment documents

Students who are considering taking this class should exhibit the following:

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

There will be three required labs for this class that take place during the year as part of instruction.

All enrolled students will take the High School level New York State Earth & Space Science Regents Exam at the end of the year.

It is important to note that any student enrolled in a high school level class in 8th grade will have this class listed on their high school transcript. High school level Earth & Space Science may also be an option for students to take later in 11th or 12th grades.

MATHEMATICS

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

Sixth Grade

Math 6

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

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

Seventh Grade

Math 7: Pre-Algebra

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

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

Eighth Grade

Math 8

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

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

Eighth Grade

Algebra 1 (Accelerated Course)

The objective of the 8th grade Algebra mathematics curriculum is to provide students with the math skills necessary for success in life as well as the skills needed in order to be successful at the high school level. The organized sequence of objectives is designed to broaden logical reasoning, abstract thinking and conceptual generalizations. Some of the topics covered in 8th grade Algebra 1 include, linear equations and inequalities, absolute value equations and inequalities, relations and functions, systems of linear equations and inequalities, radicals, exponents, descriptive statistics, polynomials, quadratics, and factoring. Students will use the TI-84 graphing calculator to expand and reinforce mathematical concepts and understandings.

All 8th grade Algebra 1 students are required to take the NYS 8th Grade Mathematics Assessment in the spring, as well as the Algebra 1 Regents exam in June. Furthermore, this course is included as part of the student's official high school transcript.

Required Summer Math Work for the Algebra 1 Course

To prepare for an accelerated Algebra 1 course, students are required to complete district provided math work during the summer from 7th to 8th grade. This summer math work will cover pre-algebra topics that are not covered in the 7th grade pre-algebra curriculum. Some topics that will be included are scientific notation, pythagorean theorem, and transformational geometry.



WORLD LANGUAGES

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

World Language Course Sequence



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

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

American Sign Language Year 1

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

French Year 1

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

Latin Year 1

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

Mandarin Year 1

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

Spanish Year 1

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

American Sign Language (ASL) Year 2

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

French Year 2

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

Latin Year 2

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

Mandarin Year 2

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

Spanish Year 2

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



American Sign Language (ASL) Year 3

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

All students enrolled in this course will take the Checkpoint A exam and will receive one HS language credit upon completion of this course.

French Year 3

This course is a continuation of 7th grade or year 2 French. Students will continue to improve their proficiency level by focusing on the three modes of communication: interpretive, interpersonal and presentational. Students will continue to learn about the products, practices and perspectives of the French speaking world. ***All students enrolled in this course will take the Checkpoint A exam and will receive one HS language credit upon completion of this course.***

Latin Year 3

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

All students enrolled in this course will take the Checkpoint A exam and will receive one HS language credit upon completion of this course.

Mandarin Year 3

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

All students enrolled in this course will take the Checkpoint A exam and will receive one HS language credit upon completion of this course.

Spanish Year 3

This course is a continuation of 7th grade or year 2 Spanish. Students will continue to improve their proficiency level by focusing on the three modes of communication: interpretive, interpersonal and presentational. Students will continue to learn about the products, practices and perspectives of the many different cultures of the Spanish speaking world.

All students enrolled in this course will take the Checkpoint A exam and will receive one HS language credit upon completion of this course.

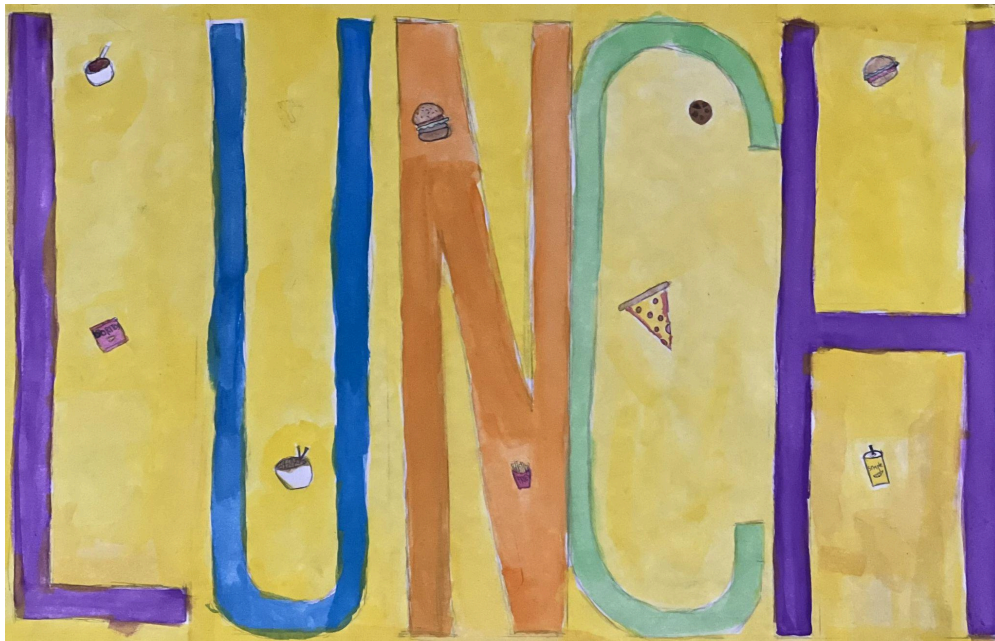
INSTRUCTIONAL TECHNOLOGY AT RYE MIDDLE SCHOOL

Rye Middle School is committed to fostering 21st-century learning by integrating a wide range of instructional technology tools and applications across all subjects and learning environments. A dedicated Instructional Technology Coach for grades 6–12 collaborates with students and teachers to implement and enhance classroom technology use.

While the District primarily utilizes Google Workspace, it supports multiple platforms to help students develop diverse 21st-century skills. The middle school operates on a 1:1 device model, providing each student with a Chromebook at the start of sixth grade to use through eighth grade. This program prepares students for the high school bring-your-own-device (BYOD) model. Additional mobile devices, including laptops, Chromebooks, and iPads, are also available, alongside specialized software tailored to various content areas.

Every classroom is equipped with SMART Boards or interactive televisions to support dynamic teaching and learning. The District features a fully wireless, secure, and robust network to ensure seamless access for both students and staff.

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



ART



Art 6

The Rye Middle School 6th grade art curriculum encourages critical thinking, creative exploration, and fun! Students use a variety of materials to address a range of challenges while building new technical skills. They explore composition-building techniques and learn to look at art by using the principles and elements of design as the foundation of their learning. The class meets daily for one quarter of the school year.

Art 7

Art 7 develops enjoyment and a sense of purpose in working with materials. Students are introduced to historical context for projects and contemporary art-making techniques. Attention is given to use of tools, responsibility for supplies, and increased self-direction. Problem solving and exploration enable each student to find satisfaction through unique expression.

ELECTIVE PROGRAMS

ART 8

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

CANVAS & TIMBER

Canvas & Timber offers students an opportunity to explore the development of art and architecture from the beginning of human history to the modern era. Starting with the earliest cave paintings, students will examine significant artworks, influential artists, and iconic structures from each historical period, considering how they reflect the cultures and innovations of their time. As part of the course, students will create art projects inspired by the styles and techniques of the periods they study, allowing them to engage directly with the artistic traditions they learn about. This blend of creative expression and historical study encourages students to understand the ways art has shaped and been shaped by the world around it.

HEALTH

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

INTRODUCTION TO PUBLIC SPEAKING & DEBATE

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

RMS A.L.I.V.E.

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

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

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

MUSIC

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

Band 7

Seventh-grade band students embark on a musical journey that builds upon their 6th grade experiences. This program focuses on expanding their repertoire, including popular songs from movies and Broadway, in addition to traditional band pieces. Some songs performed in recent years include music from "Mission Impossible" and "Star Wars." Emphasis is on mastering fundamental techniques and understanding ensemble dynamics, while continuing to build the social fabric and teamwork that an ensemble offering provides. Weekly small group lessons are incorporated to provide personalized instruction, fostering individual growth within the ensemble setting.

Orchestra 7

The seventh-grade orchestra offers a rich experience for young string musicians. Students delve into a diverse array of music, enhancing their skills in bowing techniques, finger placement, and musical expression. The curriculum is designed to nurture a deep appreciation for orchestral music, from classical to contemporary styles, ensuring a well-rounded musical foundation. Students will also work to build a sense of community as an ensemble to support each other within the musical learning environment. Small group lessons are a core component, allowing focused skill development and individual growth.

Chorus 7

Seventh-grade chorus members discover the joy of singing together, exploring a range of styles from Broadway tunes to more contemporary music. This program emphasizes vocal technique, harmony, and performance skills. Daily classes provide a supportive environment where students build confidence and musicality. The chorus experience culminates in winter and spring concerts, showcasing the growth and talent of our young vocalists.

Band 8

In Band 8 at RMS, students elevate their musical journey, tackling advanced pieces from movie scores and Broadway. Emphasizing skill refinement and ensemble dynamics, they engage with complex arrangements like "My Shot from Hamilton" and "Pirates of the Caribbean." This year focuses on leadership and deeper instrumental mastery, supported by weekly small group lessons for tailored growth. As senior members, they mentor younger musicians, enhancing teamwork. Band 8 is a pivotal step towards high-level performances and musical maturity, setting the stage for future successes in high school and beyond.

Orchestra 8

The eighth-grade orchestra pushes the boundaries of string performance. Students engage with sophisticated orchestral works, developing advanced techniques and a nuanced understanding of ensemble playing. The repertoire includes a blend of classical masterpieces, modern arrangements, movie scores, and popular music, preparing students for high school-level orchestra and beyond. Throughout the school year, students will work to develop their leadership skills and gain a further understanding of music through our daily rehearsals and weekly small group lessons. Eighth-grade orchestra is an integral part of students' musical journey and will set them up for future success.

Chorus 8

Building on the foundations laid in seventh grade, eighth-grade chorus explores more intricate vocal arrangements and challenging pieces. Students continue to work on ear-training, sight-singing, as well as improving their overall musical literacy skills, preparing for larger and more diverse performances. The focus is on creating a cohesive and dynamic vocal ensemble, ready to impress at concerts and community events.

Music Lab 7

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

Music Lab 8

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



PHYSICAL EDUCATION

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

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

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

Physical Education 6

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

7th Grade Physical Education (PE): DBT-Integrated PE

Students learn core DBT skills—such as mindfulness, emotional regulation, distress tolerance, and interpersonal effectiveness—while engaging in fitness activities, games, and team sports. The goal is to support students' physical health and well-being while building lifelong coping and communication skills.

Physical Education 7 and 8

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

Fall

Physical Fitness Training, Soccer, Ultimate, Flag Football, Field Hockey, Capture the Flag

Winter

Volleyball, Basketball, Bowling, Circus Arts, Lifetime Fitness, Yoga, Speedball, Pickleball

Spring

Track & Field, Lacrosse, Softball, Golf, Tennis, Wiffle Ball, Running Bases, Physical Fitness Evaluation

8th Grade Health

Eighth Grade Health will incorporate Dialectical Behavior Therapy (DBT)–based skills and concepts throughout the semester



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

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

ENG 6th Grade Design and Modeling

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

ENG 7th Grade App Creators

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

Computer Science for Innovators and Makers

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

Engineering Design Process (EDP)

In the EDP unit, students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

Green Architecture

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

ENG 8th Grade

Automation and Robotics

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



SUPPORT PROGRAMS

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

Integrated Co-Teaching Program

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

S.A.L.T.

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

English as a New Language

English as a New Language is a specially designated program mandated by the New York State Education Department and is offered to non-native speakers of English. The focus of these classes is to develop English language skills and facilitate the understanding of materials in the mainstream classes. The program has also been designed to help English Language Learners meet the state standards across all curriculum areas.

X-Period

All Rye Middle School teachers are available for a block of time beginning at 2:50 pm to provide assistance, additional instruction or consultations with students on their class and homework assignments. Parents should encourage their children to take advantage of this time to ensure their understanding of their assignments and work and to receive extra help. Students are always made aware of the schedule.

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

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

Literacy Lab Grades 7 & 8 Only

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

Math Lab Grades 6 - 8

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

Learning Center Grades 6-8

This class provides students with structured time during the school day to address individual academic needs and support the development of executive functioning skills. Students may use this period for assignment completion, preparing for assessments, organizing materials, reviewing upcoming deadlines, and staying current with coursework.



STUDENT SUPPORT SERVICES

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

Student Support Services include:

- Assisting students in their adjustment to the middle school environment
- Assisting students through difficult home or school problems
- Helping students and parents understand the middle school curriculum, middle school requirements, current student academic status, achievements, interests and abilities, and personal and social adjustments
- Collecting information which will be of assistance to the student
- Devising, coordinating, and teaching developmental curriculum four times per year
- Preparing schedules for students as they transition from one grade to the next
- Coordinating transition between grades
- Individual counseling by the social worker or counselor on an ad hoc basis or regular basis as needed
- Facilitating support services and interventions with the school social worker and/or school psychologist when appropriate
- Coordinating peer mediations when appropriate
- For parent/teacher conference information contact Ms. Kim Nugent at ext. 3050
- To report an absence contact Mrs. Lynn Mazzola at ext. 3003

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

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

Contact your Child's School Counselor for:

Academic
Placement Questions
Personal and Family and Counseling
Developmental Questions
High School Planning in Conjunction with the
9th Grade Counselor

Contact your Child's Team Leader regarding:

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

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

Principal's Office

Mr. Nicholas Clair Ext. 3000
Principal

Mrs. Daniela Vitiello Ext. 3002
Assistant

Assistant Principal's Office

Ms. Leah Blumenthal Ext. 3001
Assistant Principal

Mrs. Lynn Mazzola Ext. 3003
Assistant

School Counseling Office

Ms. Gabrielle Thomas Ext. 3052
Grade 8 Counselor

Ms. Dina Farewell Ext. 3053
Grade 6 Counselor

Mr. Rob Villanova Ext. 3051
Grade 7 Counselor

Ms. Marie Zambardi Ext.3050
Assistant

Student Services

Mrs. Kristin Quintano Ext. 3042
Social Worker

Ms. Lisa Barone Ext. 3041
Psychologist

Ms. Danielle McGuire Ext. 3040
Psychologist

School Nurse

Mrs. Liz Carty Ext. 3020

Developmental Program

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

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

EXTRACURRICULAR ACTIVITIES AND INTERSCHOLASTIC SPORTS

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

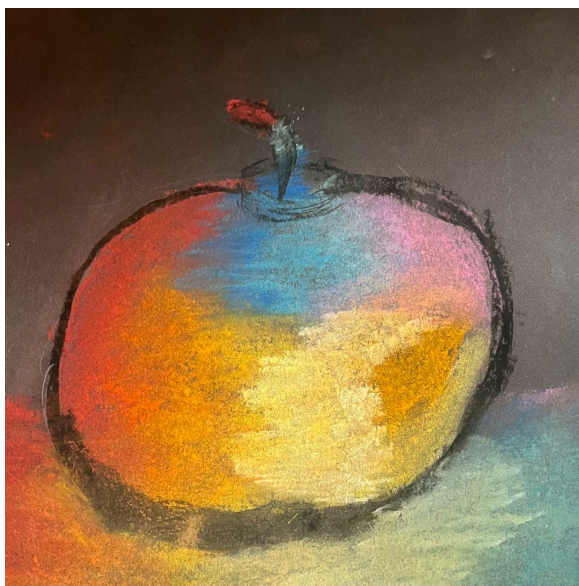
These include:

ASL Club	Math Counts	Ryeotics
Club Sports	Newspaper (RMS Press)	Speech & Debate
Engineering	Peer 2 Peer	Spring Production
Fall Musical	Peer Coaching (Math)	Yearbook
Jazz Band	Principal's Council	Chess Club
GSA Justice Alliance	Garnet & Black Club	Others (TBA)

Interscholastic Athletic Program

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

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



ELIGIBILITY TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AND INTERSCHOLASTIC SPORTS

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

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

1. Maintain a Full Schedule

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

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

2. Maintain Standards for Academic Performance

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

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

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

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

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

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

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

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

3. **Maintain Standards for School Citizenship**

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

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



FREQUENTLY ASKED QUESTIONS

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

First period begins promptly at 8:00 am. We do not have a homeroom. All students should be in their first period class before 8 am, prepared and ready to learn. Announcements are made by the school principal at 8 am. X-Period runs from 2:53 p.m. to 3:15 p.m. Monday – Thursday. Breakfast is also available for purchase in the high school cafeteria for students who arrive between 7:30 a.m. and 7:45 a.m. X-Period will not be offered a day before a holiday or off day of school.

What time should my child arrive each morning?

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

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

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

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

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

How many periods are there in a day?

There are 9 periods in our school day, 43 minutes each. Students have 3 minutes of “passing-time” in between classes to transition.

What is X period?

Teachers will provide extra help to students Monday through Thursday, between 2:50 p.m. and 3:15 p.m. Obligations to teachers take priority over attendance at an extracurricular activity. In our continued effort to communicate clearly with students and parents, all Rye Middle School teachers are available from 2:50 p.m. until 3:15 p.m. twice a week to provide assistance, academic support, additional instruction or consultation with students on their class and homework assignments. Parents are urged to encourage their children to take advantage of this time by asking teachers for clarification of assignments and to receive extra instruction. Students are to be advised that the x-period is a time when tests and quizzes may be made up. It is also time when a teacher may request to see a student in order to complete assignments or review academic material.

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

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

Are there buses?

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

Is there a school uniform?

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

What is a team?

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

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

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

Is there an honor roll?

The school does not have an honor roll.

What is a passing grade?

65% and above is a passing grade.

What happens if my child fails a class?

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

How does the lunch period work?

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

<https://www.myschoolbucks.com>

What does the school do to help facilitate friendships?

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

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

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

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

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

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

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

What is the Parent Portal?

The Parent Portal is a resource available through PowerSchool to all parents which allows viewing of your child's progress and grades in all subjects. Access will allow parents to monitor test/quiz grades, project and homework completion, as well as classwork, missed assignments and attendance. An access id and access password are generated for each student and mailed home. Each parent then uses the access id and access password to create an account with a password that the parent chooses. The access id and access password can be retrieved by contacting the district's technology department at ext. 1152. There is a new feature where parents can add more than one child to their parent portal account. Each parent only needs one account to see the grades, etc. of all children.

Does RMS offer parent/teacher conferences?

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

Is there a community service requirement for RMS?

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

What are lunch groups?

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

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

If your child is absent, you must leave a message at the attendance office (extension 3003) for EACH day of absence, no later than 9 am. Students should refer to the teacher's Google Classroom pages for missing work on the days of absence. If your child is absent for more than 3 consecutive school days due to illness, please contact your child's counselor.

How can we find out about clubs and activities?

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

Do the students get recess?

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

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

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

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

Please contact your school counselor or the social worker with your concern.

What are music lessons and are they mandatory?

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

Is there an attendance policy?

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

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

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

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

The final foreign language grade for 7th and 8th grade and the Algebra 1 and Earth Science final course grades are recorded on the high school transcript.

Is there a Code of Conduct?

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

How does my child sign up for a sport?

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

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

No. Practice is specifically scheduled to start after X-period ends. Should a student be required to stay with a teacher or for support after 3:15pm, they will be given a late pass to their sport.

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

Yes. Physical education is required in New York State.

What is athletic eligibility?

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

What are Club Sports?

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

Can students take a “free period” or a study hall?

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

Does the school offer Parent Groups?

The school social worker offers parenting groups at Rye Middle School. Groups are monthly, so do check the RMS Garnet News for up-to-date information. Email Kristin Quintano at quintano.kristin@ryeschools.org if you are interested in more information.

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

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

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

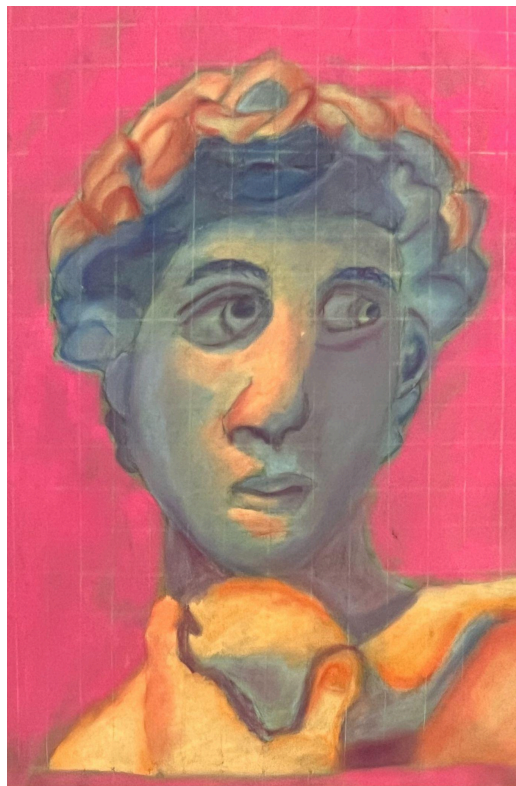
The Garnet can be accessed by using [this link](#).

Where do I find Parent Organization information?

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

If you have more questions...

Information can also be found on our school’s website and also in the Rye Middle School student handbook. You can also reach out to your child’s counselor or to the administration.



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Valerie Lapham
Matthew Schibanoff
Tom Stein

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