

# Twelve Corners Middle School

## Program of Studies



2024-2025



The mission of the Twelve Corners Middle School is to provide a purposeful, standards-focused program filled with rich experiences designed to meet the intellectual, social, emotional and physical needs of each student in a safe and supportive learning environment.

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**Brighton Central Schools**  
Every Child, Every Day, Every Way

### Administration and Support Personnel

Principal	Mrs. Danielle Edmunds	242-5100 x3500
Secretary to Principal	Ms. Melisa Turhan	242-5100 x3505
Assistant Principal (Gr.8)	Mx. Chaun Brooks	242-5100 x3502
Assistant Principal (Gr. 7)	Mrs. Betsy Paddock	242-5100 x3501
Secretary to Assistant Principals	Mrs. Anam Aktas	242-5100 x3506

### Directors

Physical Education and Health	Mr. Mark Kress	242-5000 x4575
Administrative Assistant	Ms. Lori Minnehan	242-5000 x4576
VPA, Instructional Technology, and Data Compliance		
	Dr. Tracie Glazer	242-5000 x4585
Administrative Assistant	Ms. Charlotte Kimberly-Haag	242-5000 x4586

### Team Leaders

Counseling	Mrs. Erica Oliveri	242-5100
English Language Arts	Ms. Katie Lambert	242-5100
English Language Arts	Ms. Katie Kantz	242-5100
Music/ Art/ FACS	Mrs. Jenny Muhl	242-5100
Mathematics	Mrs. Cassandra Camman	242-5100
Physical Education/Health	Mr. Jason Wasserman	242-5100
Science	Mr. Jeff Colaizzi	242-5100
Social Studies	Mrs. Katie Falter	242-5100
Special Education	Mrs. Denise Mantell	242-5100
Technology	TBD	242-5100
World Languages	Mrs. Loren Mashewske	242-5100

**School Counselors**

Mrs. Michela Peters	242-5100 x3528
Mrs. Kristin Haughey	242-5100 x3530
Ms. Catherine Liebel	242-5100 x3527
Mrs. Erica Oliveri	242-5100 x3529
Ms. Ashley Ellis (PATH)	242-5100 x3304
Mrs. Erin Cusanno (Resilience Specialist)	242-5100 x3535

**Family Navigator**

Ms. Meg Goodman	242-5000 x4537
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**School Psychologist**

Ms. Kira Charlton	242-5100 x3531
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**Secretaries to Counselors and Psychologist**

Ms. Kathleen Ronnenberg	242-5100 x3525
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**School Registrar**

Ms. Sherri Hellman	242-5100 x3526
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**School Nurses**

Ms. Amanda Weinman	242-5100 x3515
Ms. Kelsey Hadzima	242-5100 x3516

**Prevention/ Intervention Specialist**

Mr. Lance Mitchell	242-5200 x3535
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## Glossary of Terms

Term	Description
<b>BSC</b>	<p><b>Brighton Support Center</b></p> <p>The Brighton Support Center (BSC) is a service available to students through the BST process. Some of the services available to students through BST are:</p> <ul style="list-style-type: none"> <li>• Executive Functioning (organizational strategies, monitoring, supplementary supports)</li> <li>• Grade monitoring (transfer students)</li> <li>• Transition support</li> <li>• Other academic support</li> </ul> <p>This support is a higher-level intervention, which means that numerous other supports have been tried before being scheduled into BSC. Students may be scheduled into BSC for a short period of time or a longer duration depending on student need. The frequency can also be adjusted due to need and scheduling restrictions.</p>
<b>BST</b>	<p><b>Brighton Support Team</b></p> <p>The mission of the Brighton Support Team (BST) is to support the whole learner. A team of faculty, ranging from administrators, mental health staff, teachers, and other staff members, meets weekly to identify TCMS students that are struggling academically, socially, and/or emotionally. Staff on the BST work creatively with different stakeholders in a team model to identify and provide interventions to support the student.</p>
<b>Cycle Days</b>	<p>Brighton runs on a 6-day cycle calendar K-12 - See attached sheet with the Cycle Day Calendar</p>
<b>DASA</b>	<p><b>Dignity for All Students Act</b></p> <p>The Board of Education recognizes that learning environments that are safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting and intimidation.</p> <p>Therefore, in accordance with the Dignity for All Students Act, Education Law, Article 2, the District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct which is inconsistent with the District's educational mission.</p> <p>The District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, mental or physical ability, sexual orientation, gender, or sex by school employees or students on school property and at school sponsored activities and events that take place at locations off school property. In addition, any act of discrimination or harassment, outside of school-sponsored events, which can reasonably be expected to materially and substantially disrupt the education process may be subject to discipline.</p> <p>Harassment may include, but is not limited to, among other things, the use, both on and off school property, of information technology, including, but not limited to, email, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and social media websites, to deliberately harass or threaten others. This type of harassment is generally referred to as cyberbullying.</p> <p>Mrs. Edmunds is the DASA Coordinator for TCMS. Contact Mrs. Edmunds if you have a DASA complaint against a student or staff member.</p>

<b>Outdoor Education</b>	Outdoor Education is a team-building experience for all sixth-grade students. For almost 50 years, students have spent time with their classmates and teachers at the Rotary Sunshine Campus in Rush, NY. During their time at camp, students participate in instructional sessions including archery, fishing, orienteering, ropes courses, arts & crafts, fire-starting, and cooperative problem-solving. In addition, there is capture-the-flag, tug-of-war, and a campfire. This long-standing Brighton tradition is a great way for students to get to know their classmates and teachers as they transition to the middle school.
<b>PTSA</b>	<b>Parent Teacher Student Association</b> <ul style="list-style-type: none"> <li>- Parents become members when they purchase a PTSA Membership</li> <li>- Parents will have volunteer opportunities at school, help to organize events, sit on interview committees, etc.</li> <li>- PTSA sells Cycle Day Calendars</li> </ul>
<b>TCMStrong</b>	TCMS Strong is a mentor program between sixth grade students and eighth grade student leaders. TCMStrong student leaders work with WIN classes throughout the year forming relationships with students through community building activities. As mentors, they facilitate conversations that assist sixth graders in acclimating to middle school. Student leaders apply to this program and embody the Brighton Believes qualities of <i>integrity, respect, responsibility, kindness and self-control</i> .
<b>TCMS Student Handbook</b>	The <b>TCMS Parent Student Handbook</b> is on our TCMS website and in the student planner. This handbook provides information on many policies, procedures, the code of conduct, etc. that students and parents are responsible for knowing.
<b>VPA</b>	VPA stands for the <b>Visual and Performing Arts</b> program in Brighton. This includes art, music (vocal and instrumental), performing groups, and all drama/theatre groups.
<b>WIN</b>	<b>What I Need Time</b> All students at TCMS are scheduled into WIN time. Based on student need, this period of the day provides opportunities for support in academic and social emotional areas.

## Steps in Program Planning

Each year, with the help of their parents, teachers, and counselors, students plan their middle school program for the year ahead. The steps in this process are outlined below:

STEP 1: January- Teachers make recommendations to the counseling staff based upon the student's current progress, interest, motivation, and potential in that discipline. The middle school invites the high school counselors to meet with current eighth graders to inform and advise them about ninth grade options.

STEP 2: January- The Program of Studies booklet is made available on-line. Students study the booklet with their parents and develop a tentative program for the coming year. Teachers and department coordinators provide further details about curricula.

STEP 3: December/January - Departmental recommendations are prepared by teachers. These recommendations are based upon past achievement, test data, estimates of interest and motivation. These recommendations represent the best judgment of the school regarding the student's educational program. The choice of accepting these departmental recommendations rests with the student and their parents/guardian. The courses recommended by the teacher will be used to plan a student's schedule, unless a parent/guardian requests otherwise.

STEP 4: February - Along with counselors, students in seventh and eighth grades complete their program plans for the following year and answer questions under the advisement of their current teachers and counselor. 5th grade students and families identify their program plans for 6<sup>th</sup> grade during the same period. Once course selections are made, parents and students will be informed of current course request details by June 1st. Please review these course selections with your student and contact their counselor by June 25th.

STEP 5: Course requests for the entire school are tabulated and these enrollment figures are used by department coordinators and administrators to make final decisions about course offerings and the number of sections required for the coming school year. Based upon this information, the master schedule for the school is designed.

## Program Changes

### Program Planning Timetable

Program of Studies booklet made available	January
Teachers discuss course recommendations with students	January-March
Students make initial course selections for 2024-2025	January-March
Student verification forms mailed home via ParentSqaure	June
Final copy of schedule on Parent Portal	Mid/ Late August

Students are permitted to change schedules (add/drop a class) for the first two cycles (12 school days) of the school year/semester. After the completion of the second cycle, students must submit a request to the Schedule Change Committee. There is no guarantee that a request will be approved. Level changes require the completion of a Level Change Form. Students should meet with their counselor to discuss the submission of a level change form.

*\*The Schedule Change Committee is made up of a parent, teacher, student, assistant principal, and school counselor.*

## Program of Studies

### Academic Intervention Services (AIS)

Each year students in grades 3-8 take the New York State assessments in ELA and mathematics. Additionally, students at TCMS take the NWEA Measures of Academic Progress (MAP) test each fall and each spring. TCMS uses data from these assessments, as well as classroom teacher recommendations, to place students in *Academic Intervention Services* (AIS Reading, AIS Math Lab, and AIS Literacy Lab).

Entrance Criteria to be considered for AIS:

**NYS ELA and Math tests:** Students who score a level 1 or level 2 will be considered.

**NWEA MAP tests:** Students scoring at less than the 50<sup>th</sup> percentile will be considered.

**Teacher recommendations:** Students who struggle to meet identified learning targets will be considered.

A team of teachers and administrators review student data and make recommendations as to which students will receive Academic Intervention Services. Two levels of support, direct and indirect, are provided to ensure our students are receiving the best possible instruction based on their specific needs. AIS support is provided for reading, math, and English. (Reading is focused purely on reading, while English AIS Literacy Lab may also support writing.)

#### Direct AIS Support

Students scoring a Level 1 or low-level 2 will receive direct instruction to help build the necessary academic skills to become proficient. They will have an additional AIS Math Lab, Reading class, or AIS Literacy Lab class on their schedule, minimally, every other day for 40 minutes.

Course Name	Course #	Mandatory?	Meeting Pattern
Math Lab 6	643 AIS	Yes	40-minute period every other day for year (until exit criteria met)
Math Lab 7	743 AIS	Yes	40-minute period every other day for year (until exit criteria met)
Math Lab 8	843 AIS	Yes	40-minute period every other day for year (until exit criteria met)
AIS Reading	919	Yes	40-minute period every other day for year (until exit criteria met)
AIS Literacy Lab 6	613 AIS	Yes	40-minute period every other day for year (until exit criteria met)
AIS Literacy Lab 7	713 AIS	Yes	40-minute period every other day for year (until exit criteria met)
AIS Literacy Lab 8	813 AIS	Yes	40-minute period every other day for year (until exit criteria met)

#### Indirect AIS Support

Some students identified for AIS will receive support in their regularly scheduled math or English class. Their progress will continue to be monitored by their current teacher, and a math and/or reading specialist will also consult with your child's teacher to review student growth throughout the school year.

AIS services are not graded on a report card, and they do not generate additional homework. The sole purpose of AIS is to help your child build the skills necessary to meet or exceed the New York State Learning Standards in math and English and be successful in class.

Student progress in AIS is monitored and reviewed each academic quarter. A student could initially be placed in the direct AIS support model and exit to the indirect AIS support model. Students and caregivers will be informed when a change in level is recommended.



## Art

Art education at the middle school plays a crucial role in improving students' ability to learn. Students are encouraged to extend themselves to be successful in the making of art and the creative process. Creative activity is an essential aspect of human knowledge. Students will learn skills and concepts that require the use of the higher orders of thinking analysis, synthesis, and evaluation. Art draws on a range of intelligences and learning styles. Students will increase their insight, imagination and become more discerning for our visually oriented society. Middle school art is a source of joy and wonder. Students at TCMS take art in sixth, seventh, and eighth grade.

Course Name	Course #	Mandatory?	Meeting Pattern
Art 6	690	Yes	40-minute period every day for one quarter
Art 7	790	Yes	80-minute period every other day for one quarter
Art 8	890	Yes	80-minute period every other day for one quarter

## Counseling Services

The middle school years are formative transitional years for students. Young adolescents undergo personal transformations: physical, intellectual, emotional, social, and psychological. The school counselor's primary role is to help children manage these transitions positively and have a successful and productive school experience. To support the development of students, the counseling program provides preventative services to help empower students to make positive life choices. Counselors also provide developmental services aimed at helping students negotiate age-appropriate milestones of growth and development. Additionally, school counselors are available to support parents throughout the middle school years.

### Individual Counseling

The goal of individual counseling is to assist children in exploring their concerns, discussing plans of action, and successfully following through with an appropriate action plan. Individual counseling is short-term, with the number of sessions depending on the nature of the concerns and current caseloads.

### Group Counseling

Throughout the year, counselors offer various small group sessions tailored to meet the specific needs of a group of children who may need or benefit from working with other children. Examples of these group themes are Surviving School, Coping with Grief and Loss, Handling Peer Pressure and Communication with Family Members.

### Crisis Counseling

In the event of a crisis, as members of the Building Crisis Team, the school counselors provide mental health support as needed to students and staff.

### Referral Information

A variety of services can be obtained from community agencies. Such services include family counseling, parenting classes, tutoring and substance abuse counseling. If assistance is needed locating a service from an agency, counselors will help to obtain the needed information.

### Classroom Lessons

Counselors visit each classroom to teach lessons on topics such as orientation to the Counseling Department and career

exploration. Counselors also work in the classroom to support the District’s Brighton Believes initiative, including lessons on kindness and tolerance. In addition, counselors work with eighth grade students on program planning for high school as well as with sixth and seventh grade students on course selections for the following year.

Note: In these settings, confidentiality will be maintained according to the American School Counselor Association ethical guidelines for school counselors.

### English Language Arts

The middle school English Language Arts program focuses on increasing the sophistication of students’ reading, writing, listening, and speaking skills. Students learn to read more analytically as they engage with a variety of genres. As academic reading materials become more challenging, middle school English teachers also foster students’ independent reading habits. English teachers differentiate instruction for students of all ability levels.

Writing instruction, in several genres, emphasizes organization, clarity and creativity as students’ compositions grow in complexity and length. Students learn to develop and support an essay thesis. Writing conventions, including spelling, punctuation, and grammatical usage, are taught in increasing detail in grades six through eight. Students are expected to gain independence in revising and editing skills.

Vocabulary development is stressed throughout the grades. Students learn research methods through various grade-level projects. Speaking and listening skills are reinforced as students participate in oral presentations and practice note-taking skills.

When middle-school students take the New York State English Language Arts exams, they are expected to demonstrate comprehension of detailed reading passages and write well-supported, organized essays.

Course Name	Course #	Mandatory?	Meeting Pattern
ELA 6	610	Yes	60-minute period every day for the entire year

Grade 6 English Language Arts classes meet daily for sixty minutes of integrated reading, writing, vocabulary and grammar instruction. Students are encouraged to explore a variety of genres by reading many books independently and in literature circles. Three of the thematic literary units focus on the topics of Second Chances, Social Justice, and Determination. Writing instruction includes correct sentence structure, grammatical elements, literary responses, and paragraph construction. Learning to write a formal literary essay is modeled and introduced. Vocabulary, reading comprehension, speaking, and listening skills continue to be taught as students end their elementary education.

Course Name	Course #	Mandatory?	Meeting Pattern
English 7	710	Yes	40-minute period every day for the entire year

Students begin their secondary English study in grade seven. Emphasis is on learning the elements and terminology of the literary genres of short story, novel, and poetry. Literary elements and writers’ techniques are analyzed and discussed, and written literary response is stressed. Students write short stories and poetry, as well as nonfiction essays. The essay format is a focus of instruction as students read nonfiction essays and learn to develop and support a thesis, while writing persuasive, descriptive, expository, and literary essays. Grammatical instruction and content specific vocabulary development is a focus in seventh grade, with emphasis on simple and compound sentences, subject and predicate recognition, and knowledge of the parts of speech. Research skills, including note taking, quoting, citing sources and report organization, are taught. While spelling is no longer a formal unit of instruction, revising and editing techniques are stressed, as is vocabulary development. Three of the thematic literary units focus on the topics of Diversity Awareness, Agents, and Injustice and Altruism. Each unit includes a core text and is supplemented with others from a variety of genres.

Course Name	Course #	Mandatory?	Meeting Pattern
English 8	810	Yes	40-minute period every day for the entire year

While like Grade 7 in its study of literary genres and focus on essay writing, Grade 8 English expects more independence from students. Literary discussion and written responses demand more questioning, analysis, and critical thinking. Three of the thematic literary units focus on the topics of Overcoming Barriers, Witnesses, and the Hero's Journey. Independent reading is also expected. Essay writing includes more emphasis on comparing and contrasting as students prepare to take the New York State Language Arts Exam. Instruction in research skills continues with the eighth-grade research project. Grammar instruction includes review of compound sentences and an introduction to complex sentences and other sophisticated grammar concepts.

### English as a New Language (ENL)

Curriculum is designed yearly based on student needs with NYSED document CR 154 as the guiding document. ENL is a very personalized learning model at TCMS– students range from SIFE (Student with Interrupted Formal Education) to Commanding 2, so we consider the individual needs of the students and their families. ESOL teachers function as language acquisition specialists and *Culture Brokers* who help break down barriers for students within the classroom and the greater school community.

Students are leveled according to their score on the NYSITELL or NYSESLAT exams. The levels are as follows:

#### **Entering**

Students who are new to the United States and have had minimal or no instruction in English will usually test into this level. Structured, topical lessons teach survival and conversational English, in addition to basic reading, writing, listening, speaking and vocabulary skills. Individual class needs are taken into consideration when planning lessons. Students receive at least 360 minutes/week of instruction from an English to Speakers of Other Languages (ESOL) teacher. Students will receive support in a standalone class as well as in their grade-level English class. Test accommodations are provided as well.

#### **Emerging**

Students at this level are developing their proficiency in English. There is continued instruction in basic English and vocabulary skills, and additional grammatical and spelling concepts are introduced. Adapted versions of grade-level and age-appropriate texts are used to help students acquire their content-area needs. Students receive at least 360 minutes/week of instruction from an English to Speakers of Other Languages (ESOL) teacher. Students will receive support in a standalone class as well as in their grade-level English class. Test accommodations are provided as well.

#### **Transitioning**

Students at this level have usually had two years of English instruction. Adapted versions of grade-level and age-appropriate texts may be used to help students acquire their content-area needs. Students receive at least 180 minutes/week of instruction from an ESOL/ENL teacher. Students will receive support in a grade-level English class. Test accommodations are provided as well.

#### **Expanding**

Students at this level have generally had at least two year of English instruction and demonstrate higher-level English skills. Many of these students will soon be ready to transition out of the ENL program. Advanced grammar, vocabulary, reading, and writing activities continue to be developed in this class. Students receive at least 180 minutes/week of instruction from an ESOL/ENL teacher. Students will receive support in a grade level core class. Test accommodations are provided as well.

#### **Commanding**

Students at this level are advanced in their English language skills. They have tested Commanding on the NYSESLAT. They receive at least 90 minutes/week of instruction from an ESOL/ENL teacher for two years in a grade level core class. Test accommodations are provided as well

Course Name	Course #	Mandatory?	Meeting Pattern
ENL 6/7	916	Yes	40-minute period every day for the entire year
ENL 7/8	917	Yes	40-minute period every day for the entire year
ENL BRIDGES	920B	Yes	40-minute period every day for the entire year

### Extended Studies

The middle school program is designed to nurture the characteristics of giftedness, such as high achievement and creativity. Enrichment opportunities provide exposure to diverse content areas and encourage multiple modes of critical thinking. Whole class experiences in Extended Studies are offered by grade level. Students meet for class in place of a study hall. Enrollment is determined as students transition from FRES, using information gleaned from universal screening, previous ESS experiences, teacher recommendations, and performance on District and standardized assessments. A student can be nominated at any time and will go through the committee's screening process before possible placement.

Course Name	Course #	Mandatory?	Meeting Pattern
Extended Studies 6	500	No	40-minute period every day for 10 weeks
Extended Studies 7	501	No	40-minute period every other day for 40 weeks (1 semester)
Extended Studies 8	502	No	40-minute period every other day for 40 weeks (1 semester)

### Family and Consumer Sciences (FACS)

Family and Consumer Sciences education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their interrelationships. FACS education has roots in both academic and career and technical education and reaches beyond the educational system into the community as it focuses on the needs of individuals and families. The mission of family and consumer sciences education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed. Currently, the curriculum is delivered for 40 minutes daily over a quarter (10 weeks) in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.

Course Name	Course #	Mandatory?	Meeting Pattern
FACS 6	685	Yes	40-minute period every day for one quarter

The sixth-grade course focuses on the introduction to Life Skills. Included in the ten weeks is character education with regards to interpersonal relationships, child development, hand sewing labs, introduction to Foods Labs and nutrition.

Course Name	Course #	Mandatory?	Meeting Pattern
FACS 7	785	Yes	80-minute period every other day for one quarter

The seventh-grade course focuses on understanding the variety of careers and provides students opportunities to explore their personal goals, interests, and work-world plans. Students will explore the wide variety of career options related to the 16 national career clusters and will identify the knowledge, skills, education, and training necessary for success within

these fields. Students will learn about the design process and how to navigate the use of a sewing machine. Their finished product benefits not only themselves but a community organization in need.

Course Name	Course #	Mandatory?	Meeting Pattern
FACS 8	885	Yes	80-minute period every day for one quarter

The eighth-grade course focuses on Teen Life and high school readiness. Students engage in Food Labs with the template on the workplace and gain skills toward independence. Students' groups adhere to safety standards, deadlines, workplace etiquette and efficiency. These skills are applied to workplace units to prepare students as teen workers. They engage in resume building, interview basics, and explore opportunities as a high schooler. Students engage in Financial Fridays throughout the quarter to gain understanding of financial literacy, budgets, and personal finance. This is a bridge to high school electives.

### Health Education

The Health Education program enables individuals to maintain and promote wellness in a continually changing world through knowledge, attitude, and skills. The program addresses the continuum from wellness promotion to risk reduction to the prevention and management of health issues. Concerns such as family life, substance abuse prevention, and the prevention of sexually transmitted infections are addressed within the context of a comprehensive health education program. The program is split into two, 20-week programs, most-often offered at grades six and eight.

Course Name	Course #	Mandatory?	Meeting Pattern
Health 7	605	Yes	40-minute period every other day for 20 weeks

Health 7 is broken down into five units. Unit 1 includes an introduction to health and wellness. Unit 2 focuses on physical health, including exercise and fitness, nutrition, and hygiene. During Unit 3, which explores social health, the students learn and talk about communication, friends and their influence, and family issues. Unit 4 is devoted to mental and emotional health and consists of several lessons on self-concept, decision-making, goal setting, dealing with emotions and stress, eating disorders, depressions, suicide, and dealing with loss. In unit 5, the students learn about medicines and diseases.

Course Name	Course #	Mandatory?	Meeting Pattern
Health 8	805	Yes	40-minute period every other day for 20 weeks

The focus of Health 8 is on mental health, social health, substance abuse and sexuality. Within each of these units, we use a skills-based approach to give learners the opportunity to practice goal setting, decision making, communication, health literacy and refusal skills. The objective is for students to understand how their choices can impact their overall health and wellness. The mental and social health units focus on sleep, emotional regulation, social connectiveness and stress. When involved in the Substance Abuse unit, students will focus on various substances and their impact on the brain and body. This unit will be broken down into subtopics, including tobacco, vape, alcohol, illicit drug use and prescription medications. The sexuality unit covers biological anatomy and reproductive systems, changes that take place during puberty, risks of sexual involvement, sexually transmitted diseases, contraception, and sexual harassment.

Course Name	Course #	Mandatory?	Meeting Pattern
ADAPTIVE HEALTH	930	Yes	40-minute period every other day for the entire year

### Homeroom

Each student is scheduled into a 10-minute homeroom to begin their day. Students are intentionally scheduled with a teacher they have during the current school year. The TCMS Morning Show shares announcements during this time, and teachers help students get ready for the day ahead. Daily attendance is recorded during the homeroom period.

Course Name	Course #	Mandatory?	Meeting Pattern
Homeroom	1501	Yes	8-minute period daily for the entire year

### Lunch

All students are assigned a 30-minute lunch with their grade-level peers.

Course Name	Course #	Mandatory?	Meeting Pattern
LUNCH 6	666	Yes	30-minute period daily for the entire year
LUNCH 7	777	Yes	30-minute period daily for the entire year
LUNCH 8	888	Yes	30-minute period daily for the entire year

### Mathematics

The middle school mathematics program is based on the belief that students need to develop deep understandings of mathematical ideas by engaging in rich mathematical problems. Mathematical reasoning, problem-solving and communicating mathematically, both verbally and in writing, are essential components in the middle school mathematics program.

Throughout their work in middle school mathematics, students continue to develop their proficiency with basic skills by engaging in complex problems in a variety of contexts. Calculators are used as tools in all courses to support the development of more advanced mathematical ideas.

All mathematics courses offered at the middle school meet or exceed requirements as set forth in the Next Generation Standards. Grades 6, 7 and 8 mathematics courses form a carefully articulated, coherent and challenging mathematics program that allows teachers to meet the needs of all students.

The math program is designed for students at all levels to develop and extend their mathematical thinking. The Enriched Sections (ES) are designed for students who demonstrate exceptional interest and aptitude in math. Students must meet established criteria to enroll in Enriched Math courses.

Course Name	Course #	Mandatory?	Meeting Pattern
Math 6	640	Yes	60-minute period every day for entire year

The Math 6 course supports students in the development of their understanding of number concepts and operations, statistics, two-dimensional geometry, and algebra. Students continue to develop their understanding of rational numbers as they work with fractions, decimals, and percents in multiple contexts. Students collect and organize data using statistical measures and graphical representations. Students explore how to measure two dimensional figures using a variety of strategies. A foundation of algebra is developed using coordinate graphs, tables, and algebraic equations.

Course Name	Course #	Mandatory?	Meeting Pattern
Math 6ES	645	No	60-minute period every day for entire year

The Math 6ES course supports students in the development of their understanding of number concepts and operations, proportional reasoning, algebra, and probability. Students continue to develop their understanding of rational numbers as they work with percents in multiple contexts. Students extend their work with number systems to include integers and

their operations. Proportional reasoning is a major focus as students work with similarity, ratios, proportions, and percent's. A foundation of algebra is developed using coordinate graphs, tables, and algebraic equations.

Course Name	Course #	Mandatory?	Meeting Pattern
Math 7	740	Yes	40-minute period every day for entire year

The Math 7 curriculum focuses on deepening students' understanding of geometry and measurement (both two-dimensional and three-dimensional), ratios, proportion and percents, similarity, and integers and algebraic thinking (including linear relationships). Students in this course begin to explore the usefulness of technology within the mathematics classroom.

Course Name	Course #	Mandatory?	Meeting Pattern
Math 7ES	745	No	40-minute period every day for entire year

The Math 7 ES curriculum prepares students to take their first high school mathematics class in eighth grade. The topics covered integrate both the grade 7 and 8 curricula. These include geometry (both two-dimensional and three-dimensional), transformations and algebraic thinking (including linear, inverse, and quadratic relationships). These students also receive an introductory exposure to technology in the classroom.

Course Name	Course #	Mandatory?	Meeting Pattern
Math 8	840	Yes	40-minute period every day for entire year

The Math 8 curriculum prepares students to take their first high school mathematics course. The topics covered include patterns found in linear, inverse, and other non-linear functions. The students will also work with transformational geometry, statistics, and relationships among angles. An introduction to algebraic symbol manipulation will also be covered during this year of math. Students will continue to explore the usefulness of technology within the mathematics classroom.

Course Name	Course #	Mandatory?	Meeting Pattern
Algebra I Honors	845	No	40-minute period every day for entire year

Algebra I Honors is an enriched and an accelerated version of first-year high school mathematics. The curriculum includes the understanding of data and distributions, understanding and use of mathematical models (linear, exponential, and quadratic) as well as systems of linear equations. Algebraic manipulation is a continuous strand throughout all topics. Students continue to build proficiency with technology in the mathematics classroom. The final exam for this course will be the New York State Algebra 1 Regents Exam. Passing this exam is a requirement to earning a New York State high school diploma. Students are required to use a graphing calculator and must purchase one. Instruction will be based on the TI-Nspire.

Course Name	Course #	Mandatory?	Meeting Pattern
Geometry Honors	33400	No	45-minute period meets every day for entire year

This is the second course of the New York State mandated Regents Math series. The course meets New York State curriculum standards and includes the following topics: properties of geometric figures, triangle similarity and congruence, synthetic and analytic proofs, coordinate geometry and transformations and circle geometry. The final exam for this course will be the New York State Geometry Regents Exam. Passing this exam is a requirement to earning a New York State high school diploma with advanced designation. Students are required to use a graphing calculator and must purchase one. Instruction will be based on the TI-Nspire. The prerequisite for this course is the completion of Algebra I Honors course. This course is general taught at Brighton High School.

## Music-Vocal/Instrumental

Course Name	Course #	Mandatory?	Meeting Pattern
Band 6	696	No	40-minute period meets every other day for entire year

Grade 6 Band is open to all students who currently play wind, brass, or percussion instruments. This class meets during the school day every other day for one period. Students will continue to develop musicianship, work on ensemble performing, and will participate in concerts throughout the year. Students involved in band are required to attend a weekly, in-school small group lesson with their instrumental music teacher to further develop their skills and introduce instrument-specific concepts. They will receive a grade on their report card, and they are required to participate in band for the entire year. Attendance at all three evening concerts is required.

Course Name	Course #	Mandatory?	Meeting Pattern
Chorus 6	697	No	40-minute period meets every other day for entire year

Grade 6 Chorus is open to all students and meets during the school day. Students will begin developing vocal techniques, work on ensemble performing, and will participate in concerts throughout the year. Students involved in chorus will receive a grade on their report card and are required to participate in the ensemble for the entire year.

Course Name	Course #	Mandatory?	Meeting Pattern
Orchestra 6	698	No	40-minute period meets every other day for entire year

Grade 6 Orchestra is open to all students who play a string instrument. This class meets during the school day and fulfills a student's music requirement for the year. Students will continue to develop musicianship, work on ensemble performing, and will participate in concerts throughout the year. Students involved in orchestra are required to attend a weekly in-school lesson with their instrumental music teacher. They will receive a grade on their report card and are required to participate in orchestra for the entire year. Additional enrichment opportunities are available.

NOTE: It is possible for students to take more than one performing group at TCMS. How this will look will depend greatly on an individual student's need for academic supports. If no additional supports are needed it may be possible for a student to have two performing groups on their schedules meeting in the patterns described above. If a student needs academic supports, we can still offer multiple performing groups, but it two groups may "share" a single time slot.

For example: Orchestra could meet on Days 1 and 3, and Chorus could meet on day 5.

Course Name	Course #	Mandatory?	Meeting Pattern
Band 7	796	No	40-minute period meets every other day for entire year

Grade 7 Band is open to all wind, brass, or percussion players. Band meets during the school day every other day for one period. Students will continue to develop both musicianship and technical skills, while working on ensemble performing. Students involved in band are required to attend a weekly in-school, small-group lesson with their instrumental music teacher to further develop concepts specific to their instrument. Each student will receive a grade on their report card and is required to participate in band for the entire year. Students will participate in concerts throughout the year. Attendance at all three evening concerts is required. Students can also audition for Jazz Band in the fall; this group rehearses together twice a cycle.

Course Name	Course #	Mandatory?	Meeting Pattern
Chorus 7	797	No	40-minute period meets every other day for entire year

Grade 7 Chorus is open to all interested students. Chorus meets during the school day and fulfills a student's music requirement for the year. Students will continue to develop vocal techniques and work on ensemble performing.



Students will participate in concerts throughout the year. Students involved in chorus will receive a grade on their report card and are required to participate in the ensemble for the entire year.

Course Name	Course #	Mandatory?	Meeting Pattern
Orchestra 7	798	No	40-minute period meets every other day for entire year

Grade 7 Orchestra is open to all string players. This class meets during the school day and fulfills a student's music requirement for the year. Students at this level will continue to develop intermediate instrumental techniques and work on higher-level ensemble performing. Students will participate in concerts throughout the year. Students involved in orchestra are required to attend a weekly in-school lesson with their instrumental music teacher and will receive a grade on their report card. They are required to participate in orchestra for the entire year. Additional enrichment opportunities are available.

Course Name	Course #	Mandatory?	Meeting Pattern
Band 8	896	No	40-minute period meets every other day for entire year

Grade 8 Band is open to all wind, brass, or percussion players that have previously been enrolled in the band program. Band meets during the school day and fulfills a student's music requirement for the year. Students will continue to develop instrumental techniques and work on ensemble performing. Students will participate in concerts throughout the year. Students involved in band are required to attend a weekly in-school lesson with their instrumental music teacher. Students involved in band will receive a grade on their report card and are required to participate in band for the entire year. Participation in Grade 8 Band will prepare students for participation in a high school performing ensemble.

Course Name	Course #	Mandatory?	Meeting Pattern
Chorus 8	897	No	40-minute period meets every other day for entire year

Grade 8 Chorus is open to all interested students. Chorus meets during the school day and fulfills a student's music requirement for the year. Students will continue to develop vocal techniques and work on ensemble performing. Students will participate in concerts throughout the year. Students involved in chorus will receive a grade on their report card and are required to participate in the ensemble for the entire year. Grade 8 Chorus will prepare students for participation in a high school performing ensemble.

Course Name	Course #	Mandatory?	Meeting Pattern
Orchestra 8	898	No	40-minute period meets every other day for entire year

Grade 8 Orchestra is open to all string players. This class meets during the school day and fulfills a student's music requirement for the year. Students will develop higher level instrumental techniques and participate in both large and chamber ensembles. In addition, they will be introduced to full orchestra playing. Students will participate in concerts throughout the year and additional enrichment activities are available. Students involved in orchestra are required to attend a weekly in-school lesson with their instrumental music teacher and will receive a grade on their report card. They are required to participate in orchestra for the entire year and will be well prepared for a high school ensemble.

### Jazz Band

Interested 7<sup>th</sup> and 8<sup>th</sup> grade students may audition for an opportunity to participate in Jazz Band. This group meets during 10<sup>th</sup> period.

Course Name	Course #	Mandatory?	Meeting Pattern
Jazz Band	1508	No	At least once per cycle during WIN

### General Music

Course Name	Course #	Mandatory?	Meeting Pattern
Music 6	695	Yes*	40-minute period every other day for 20 weeks
Music 7	795	Yes*	40-minute period every other day for 20 weeks
Music 8	895	Yes*	40-minute period every other day for 20 weeks

General Music is mandatory for all 6th, 7th, and 8th grade students **\*who do not perform in an ensemble**. This class meets every other day for a full semester, in contrast to ensembles which are full year courses. General music fulfills a student's music requirement. Students in general music participate in a variety of musical activities which enhance their musicianship both individually and while playing in ensembles.

### Physical Education

Course Name	Course #	Mandatory?	Meeting Pattern
PHYS ED 6	600	Yes	40-minute period every other day for the entire year
PHYS ED 7	702	Yes	40-minute period every other day for the entire year
PHYS ED 8	800 B	Yes	40-minute period every other day for the entire year

The Physical Education program is designed to give students choices of different fitness venues they want to pursue. Every three cycles the students will choose between a trio of team sports or lifelong activities which are rotated with a variety of options throughout the year. They may also select to do CrossFit and work to improve strength, body awareness and balance through workouts. Students may choose to stay in one track or rotate between tracks throughout the year.

### Science

Science education is a vital force in helping students recognize the critical importance of scientific developments in today and tomorrow's world. The middle school science program provides students with the basic knowledge of science as it relates to them and to their own range of experiences. The programs make it possible for middle schoolers to develop an appreciation of the basic scientific concepts through hands-on exploration.

All science courses offered at the middle school align with the requirements as set forth in the New York State Science Learning Standards (NYSSLS). The Grade 6 program allows students to devote an entire year to the study of life science. The Grade 7 program is fashioned around the study of the physical sciences: Chemistry and Physics. The Grade 8 program allows students to study earth science and additional physical science concepts.

Students in grades 6, 7 and 8 who possess a strong interest in science, are self-motivated, able to follow directions, work well in group settings, demonstrate the ability to hand work in on time, and score well on all styles of evaluation may be considered for acceleration.

Course Name	Course #	Mandatory?	Meeting Pattern
LIFE SCI 6	650	Yes	40-minute period every day for entire year

Life Science Grade 6 is organized by seven units: Microbiome, Metabolism, Traits and Reproduction, Populations and Resources, Matter and Energy in Ecosystems, Natural Selection, and Evolutionary History. The curriculum is founded on the Next Generation Science Standards (NGSS) which empower students to make sense of the world around them. To accomplish this, the TCMS 6 science curriculum calls for science learning in which students do not just memorize a set of science facts, but rather engage in figuring out how and why things happen. Students have opportunities to experience the understanding that scientific knowledge is based on empirical evidence and evaluating that evidence. Students develop and use models, analyze data, and make evidence-based arguments. The Grade 6 life science curriculum gives students the critical thinking, problem solving, and data analysis and interpretation skills they can use in any career. Each unit has students engage as scientists or engineers in making explanations or designing solutions as they figure out real-world problems. Students will use the three dimensions of the NGSS together as they build their understanding of the concepts and skills that will help them make decisions that affect themselves and their communities.

Course Name	Course #	Mandatory?	Meeting Pattern
SCIENCE 7	750	Yes	80-minute period every other day for entire year

This science program offers a beginning course in physical science that involves the study of matter and energy and how they change and interact. The major topics covered include scientific inquiry, the metric system, properties and structure of matter, chemical reactions, forces and interactions, and energy

Course Name	Course #	Mandatory?	Meeting Pattern
ADVANCED CHEMISTRY 7	755	No	80-minute period every other day for entire year

This science program maintains a strong emphasis on lab work that culminates with a comprehensive lab practical near the end of the year. The major topics covered include scientific inquiry, the metric system, characteristic properties of matter, solubility, separation of mixtures, atomic theory, the periodic table, and chemical reactions. Successful completion of this program will establish a foundation for the recommendation into the eighth grade New York State Regents Earth Science program.

Course Name	Course #	Mandatory?	Meeting Pattern
SCIENCE 8	850	Yes	80-minute period every other day for entire year

This program is both a continuation of the Grade 7 science course and an introduction to 9th grade science. It is designed to help middle school students prepare for the type of science curriculum offered in high school. This course requires students to assume increased independence and responsibility in laboratory experiences and spend more out-of-school time preparing assignments and studying for tests. Topics include the metric system, elements of earth science (earth in the universe, earth processes/interactions and human impacts) and physical science (work, waves, energy interactions, gravitational forces)

Course Name	Course #	Mandatory?	Meeting Pattern
EARTH SCIENCE	850	No	80-minute period every other day for entire year
EARTH SCIENCE LAB	850	No	30-minute period meets 1 day per cycle

This is a high school credit-bearing program culminating in a New York State Regents exam. It is designed for the academically strong student with good reasoning and conceptual skills. Requirements include extensive lab work and two long-term investigations. The lab meets once a cycle in and is connected to the Earth Science class. Successful completion of this course provides an excellent foundation to the advanced high school science program.

### Social Studies

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of Social Studies).

Course Name	Course #	Mandatory?	Meeting Pattern
SOC STUDIES 6	630	Yes	40-minute period every day for entire year

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

Course Name	Course #	Mandatory?	Meeting Pattern
SOC STUDIES 7	730	Yes	40-minute period every day for entire year
SOC STUDIES 8	830	Yes	40-minute period every day for entire year

In Grades 7 and 8, students will examine the United States and New York State through a historical lens. The two-year sequence is arranged chronologically, beginning with the settlement of North America by Native Americans and ending with an examination of the United States in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

### **Special Education**

The Special Education Department at Twelve Corners Middle School is dedicated to providing classified students with a curriculum that follows the New York State standards, while meeting individual needs. There is a strong collaboration between the special education and general education staff to ensure that there are strong parallels between what is being taught in the special education settings and the regular education settings. Students are given support through a variety of methods and continuum of services to help them achieve their greatest potential.

Each student within the Special Education Department has an Individualized Education Plan (IEP), which outlines that student's program. This includes a narrative of present levels of abilities and needs, relevant testing information, long-term goals and short-term objectives for the student to work toward, as well as specific program and testing modifications that are appropriate and necessary for that student to be successful.

TCMS offers a continuum of services based on the needs of the students. They range from the Declassification Support and Resource Rooms to the more restrictive Self-Contained Classes. Regardless of the intensity of service provided, the students are challenged to reach the highest standards possible.

#### **Classified New Entrants to District**

When a classified student enters TCMS, they are temporarily placed in a program that is as close to the program from their previous district as possible. This will allow us to assess individual learning styles, identify strengths and needs, and determine the necessary level of support for the student to succeed at TCMS. A Committee on Special Education (CSE) meeting is then held to place the student in an appropriate program.

#### **Declassification Support Services (DSS)**

Students receiving this service have been previously classified with a special education disability that adversely affects their educational performance and has required the need for specially designed instruction. Declassification can occur at any time in a school year at any CSE meeting if it has been determined there is no longer a need for specially designed instruction and/or the disability no longer adversely affects access to a free and appropriate public education. When students are declassified, they continue to receive declassification support services for one year.

#### **Indirect Consultant Teacher Services**

Indirect Consultant Teacher Services means consultation provided by a special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who is enrolled in their classes. Indirect Consultant Teacher Services are available in English, math, social studies and science.

**Integrated Co-Teaching Services**

Integrated Co-Teaching (ICT) Classes provide specially designed instruction and academic instruction by a general education teacher and a special education teacher to a group of students with disabilities and non-disabled students. The maximum number of students with disabilities receiving ICT shall not exceed twelve students in any one class. ICT is available in English, math, science and social studies.

**Resource Room**

The purpose of the resource room is to provide specialized supplementary instruction to the general education curriculum for students who are classified with a disability. An instructional group which includes students with disabilities in a resource room program shall not exceed five students per teacher. This service is greater than or equal to three hours per week OR in combination with consultant teacher services for a minimum of three hours per week.

Course Name	Course #	Meeting Pattern
RESOURCE ROOM	587	40-minute period every other day for entire year

**PATH**

PATH is a program specially designed to support students whose social-emotional and/or behavioral needs have impacted their ability to access the curriculum and meet learning standards successfully. Services include Direct and Indirect Consultant Teacher Services, Resource Room, social work, and counseling services and/or behavior support. The type and intensity of these services is determined based on individual needs. Services in the PATH program may be delivered by a special education teacher, a social worker, and/or a teaching assistant.

Course Name	Course #	Meeting Pattern
PATH	587	40-minute period every other day for entire year

**Special Class 15:1**

TCMS currently offers a 15:1 setting for all four core subject areas (English, math, science, social studies) at all grade levels. This program has up to 15 students with one teacher and one teaching assistant if student enrollment is larger than eight per class. Instruction in this program is based on prioritized NYS standards in each area. Materials, method of delivery or pace of instruction may be modified to meet the needs of the individual students.

Course Name	Course #	Meeting Pattern
SOCIAL STUDIES 6	631	40-minute period every day for entire year
ELA 6	611	40-minute period every day for entire year
ELA 6 BLOCK	611B	40-minute period every other day for entire year
LIFE SCIENCE 6	651	40-minute period every day for entire year
MATH 6	641	40-minute period every day for entire year
ENGLISH 7	711	40-minute period every day for entire year
SOCIAL STUDIES 7	731	40-minute period every day for entire year
MATH 7	741	40-minute period every day for entire year
CHEMISTRY 7	751	40-minute period every day for entire year
ENGLISH 8	811	40-minute period every day for entire year

SOCIAL STUDIES 8	831	40-minute period every day for entire year
MATH 8	841	40-minute period every day for entire year
PHYSICAL SCIENCE 8	851	40-minute period every day for entire year

### Special Class 12:1:4

The 12:1:4 setting has up to 12 students with one special education teacher and up to four teaching assistants, depending on enrollment. In this setting, students receive primary instruction in specific content areas solely from a special education teacher following the New York State Alternate Assessment Curriculum.

Course Name	Course #	Meeting Pattern
SOCIAL STUDIES	912	40-minute period every day for entire year
ELA	921	40-minute period every day for entire year
SCIENCE	924	40-minute period every day for entire year
MATH	942	40-minute period every day for entire year

### Support Center

#### **Brighton Support Center**

The Brighton Support Center (BSC) is a service available to students through the BST process. Some of the services available to students through BST are:

- Executive Functioning (organizational strategies, monitoring, supplementary supports)
- Grade monitoring (transfer students)
- Transition support
- Other academic support

This support is a higher-level intervention, which means that numerous other supports have been tried before being scheduled into BSC. Students may be scheduled into BSC for a short period of time or a longer duration depending on student need. The frequency can also be adjusted due to need and scheduling restrictions

Course Name	Course #	Meeting Pattern
BRIGHTON SUPPORT CENTER	1513	40-minute period for entire year (depending on recommended services this may be one or more days per cycle)

### Related Services Determined at District Committee on Special Education

A variety of services are available that a student may receive based on the recommendation of the Committee on Special Education. These include:

- Speech/Language Therapy (**Course # 903, 40 minutes as per IEP**)
- Occupational Therapy
- Physical Therapy (**Course # 907; 40 minutes as per IEP**)
- Counseling

- Adaptive Physical Education
- Teacher of the Deaf (**Course # 300; 40 minutes every other day**)
- Vision Service
- Teaching Assistant
- Assistive Technology
- Orientation and Mobility (**Course # 906); 40 minutes as per IEP**)
- Specially Designed Reading Instruction

Method of delivery and intensity of the services are recommended by the student’s team and determined at the CSE by the service providers, parents, and other members of the committee. These services have various delivery options. For example, counseling may be individual, group, or a combination. Some services may be pushed into a student’s class, while others may be pull-out services.

### Study Hall

Students may be assigned to a study hall based on programming needs. Study halls may be for a marking period, half year, or full year. During this time, students are expected to work quietly on assignments for their classes.

Course Name	Course #	Mandatory?	Meeting Pattern
STUDY HALL	960	No	40-minute period every other day

### Technology Education

Course Name	Course #	Mandatory?	Meeting Pattern
TECHNOLOGY 7	780	Yes	80-minute period every other day for half a year
TECHNOLOGY 8	880	Yes	80-minute period every other day for half a year

Technology Education is an interdisciplinary program with a curriculum that emphasizes the following: technological literacy, human invention and innovation, application of mathematics and science, critical thinking and problem solving, experimentation, decision-making, societal impacts, and teamwork. We are living in a society of unprecedented technological change and **all** students are instructed in technology through the technology education vehicle. The curriculum is designed to reflect the ever-changing nature of technology.

Students at TCMS take Technology 7 and Technology 8. Each is a 20- week course during which students learn about the social forces that make technology such a pervasive part of our lives. Through a study of the resources, which are generic to all technologies, and a focus on how these are combined in technological systems, students are provided with conceptual tools that can be useful in solving technological problems in three aspects of technology: biologically related technology, information/communication technology, and physical technology. Students further their understanding of technology as they study the ways that human beings combine the resources of technology to create technological systems.

### World Language Department: French, German, Spanish

Three years of World Language at TCMS are sequentially offered and constitute Level I of the study of a second language. Each heterogeneously grouped class meets daily for 40 minutes. Upon completion of Level 1 and passing of the World Language regional final exam in eighth grade, students will progress to Level II (9<sup>th</sup> grade) at BHS. Second Language classes are offered through twelfth grade. Students are required to complete three levels (through 10<sup>th</sup> grade) of World Language for a Regents diploma with Advanced Designation. Levels 2, 3, 4, 5 are offered at BHS. Native-speaking interns, who are hosted by BCSD families from October – June, assist in all world language classes for 6th-12th grade.

## Grade 6

Course Name	Course #	Mandatory?	Meeting Pattern
FRENCH 6	661	No	40-minute period every day for entire year
GERMAN 6	662	No	40-minute period every day for entire year
SPANISH 6	660	No	40-minute period every day for entire year

The emphasis in grade 6 is on listening and speaking activities designed to give students elementary communication skills in the targeted language. Reading and writing skills are introduced. Materials are presented in topical, situational formats using a variety of visual and auditory stimuli. The cultures of the various areas where the languages are spoken are introduced using authentic documents.

## Grade 7

Course Name	Course #	Mandatory?	Meeting Pattern
FRENCH 7	761	No	40-minute period every day for entire year
GERMAN 7	762	No	40-minute period every day for entire year
SPANISH 7	760	No	40-minute period every day for entire year

Grade 7 is a continuation of the skills addressed in the first year of language study. In addition, there is increased emphasis on reading and writing skills. More complex language patterns are introduced that allow the students to talk about situations in more depth and detail. The format is topical and situational, and the students continue to learn about the cultures where the languages are spoken.

Course Name	Course #	Mandatory?	Meeting Pattern
FRENCH 7A	761A (Intro)	No	40-minute period every day for entire year
SPANISH 7A	760A (Intro)	No	40-minute period every day for entire year

French 7A and Spanish 7A are intended for students who did not begin a World Language in 6<sup>th</sup> grade. It is possible that 7<sup>th</sup> graders did not get a World Language in their 6<sup>th</sup> grade year due to the need for academic supports. These two courses are also open for new entrants at 7<sup>th</sup> grade and will run based on need.

## Grade 8

Course Name	Course #	Mandatory?	Meeting Pattern
FRENCH 8	861	No	40-minute period every day for entire year
GERMAN 8	862	No	40-minute period every day for entire year
SPANISH 8	860	No	40-minute period every day for entire year

In this final year of Level I, students are taught to integrate the skills of listening, speaking, reading, and writing. They engage in more complex communicative structures through listening, speaking, reading, and writing activities in the target language. Throughout the year, there is ongoing exposure to the cultures in which the target language is spoken. At the end of the year, students take their World Language Checkpoint-A final exam. One World Language Level I high school credit is earned when students pass their 8<sup>th</sup> grade World Language class and the final exam. At this point, students may proceed to Level II.

Course Name	Course #	Mandatory?	Meeting Pattern
FRENCH 8B	861A (Intro)	No	40-minute period every day for entire year
SPANISH 8B	860B (Intro)	No	40-minute period every day for entire year

French 8B and Spanish 8B classes are the continuation of French 7A and Spanish 7A. This 8B class will mirror French 8 and Spanish 8 in all Level 1 speaking, listening, reading and writing experiences. After completing 7A & 8B and passing the Level 1 final exam in 8<sup>th</sup> grade, the student will receive 1 HS credit for World Language and may proceed to Level 2 in 9<sup>th</sup> grade.



Course Name	Course #	Mandatory?	Meeting Pattern
SPANISH 1A	863	No	40-minute period every day for entire year

This program is designed for a student who has not started World Language in grade 6 or 7. A student who takes Spanish 1A in eighth grade will continue with Spanish 1B in ninth grade. At the completion of Spanish 1B, the student will take the Spanish 1 final exam. Spanish 1A makes extensive use of a hands-on approach to foreign language learning including physical response and recognition drills. The emphasis is on basic listening, speaking, reading, writing skills and on Spanish-speaking cultures. After completing Spanish 1A & 1B and passing the Spanish 1 final exam, the student will receive 1 HS credit for World Language credit and may proceed to Level II.

### WIN

All students are scheduled into a daily 30-minute WIN Time (What I Need Time). During this time, students meet with the same teacher and students assigned to their homeroom. In other words, they begin and end the day with the same community of learners. Students are able to meet with other teachers during this time as necessary. Weekly SEL lessons are also delivered during this time.

Course Name	Course #	Mandatory?	Meeting Pattern
WIN	1502	yes	30-minute period every day for entire year

## TCMS Student Clubs and Activities

### Academic Challenge Bowl

Academic Challenge Bowl is designed for students in grades six, seven and eight. It is an academic competition with a quiz-bowl format designed to encourage and promote academic excellence of Middle School students (grades 6, 7,8). It is a quiz -based competition that tests players on a wide variety of academic subjects. It is similar to Jeopardy! only questions are read by a moderator, and students answer the questions. Some questions are answered individually while

some questions can be answered with the help of your team. We participate in at least 4 meets against other area schools.

### **Best Buddies**

Best Buddies® is a nonprofit organization dedicated to establishing a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment and leadership development for people with intellectual and developmental disabilities (IDD). Best Buddies Middle Schools provides friendship and leadership opportunities for over 200 middle schools worldwide. With the support of school faculty and Best Buddies staff, students with and without IDD come together and forge relationships. This club is open to students of all grade levels.

### **Black Student Union**

Our mission is to foster student growth and development through diversity, community service, and outreach. We strive to provide an opportunity for students of all backgrounds to celebrate Black culture and history. All of our activities and meeting dates may be found in Schoology under Groups.

### **Chess Team**

Playing Chess has proven to help students enhance their creativity, improve their power of concentration, develop and expand critical thinking skills, boost memory and retention, and achieve superior academic performance. And aside from all those great benefits...it is so much **FUN!** Chess players from all levels are welcome...from beginners to advanced! We participate in at least 4 meets against other area schools.

### **Coding Club**

For students with a basic working knowledge of a text-based programming language. The Club will engage in a variety of projects, including but not limited to the following: Game development using Unity3D and other tools, Game testing, Student Proposed Projects (ex. Digital planner), Web Development using HTML and JavaScript (Digital Artists welcome!)

### **Crafty Club**

The Crafty Club provides an opportunity for students to learn a new crafting hobby or skill two times a month. If interested, students will also have the chance to teach a crafting hobby or skill that they enjoy to their peers with the assistance of Miss Geisler and Mrs. Turan. The Crafty Club's goal is to provide a creative setting for students to thrive and engage in new crafty interests!

### **Culinary (Cooking) Club**

Culinary Club is a great way to learn to make new recipes and try great foods! We work fast and furious and members catch the late bus.

### **D & D Club (Dungeons and Dragons Club)**

The purpose of the school D&D club is to help instruct students how Dungeons and Dragons is played. We describe character creation, how to cooperate in a storyline, how the DM (dungeon master) runs the game, how to interpret rules, and how to put your mindset into that of a character. We also provide time for students to *create* groups to play together. Play time and groups will be up to those running the groups. Some groups may opt for online play, or getting together at someone's house over the weekend, and we try to reserve the large room at the *public* library for in-person play.

### **Environmental Club**

The Environmental Club is a student driven club that deals with current problems related to the environment and climate by learning about them and acting on them. Students engage in educational projects to demonstrate these problems to the school and the greater communities of Brighton and Rochester.

### **Future Teachers Club**

Future Teachers Club is welcome to any student in 8th-12th grade interested in learning more about becoming a teacher. As members of this club, students will engage in community building activities, learn to plan lessons, practice teach/tutor younger students, hear guest speakers, and shadow teachers. Other opportunities include joint club meetings with future teachers from East High School, as well as visits to the St. John Fisher College campus to connect with current college students in the School of Education. Additional activities can be developed by club members.

### **Gender and Sexuality Alliance**

The GSA Club is a club for all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> graders interested in learning more about the LGBT community and in developing a safe place for all students regardless of sexual or gender identity. All are welcome! The goals of the club are to provide a sense of community and a safe place for LGBT and Straight Ally Youth to build a social network and provide support, safety and confidentiality to students who want to talk and connect with peers. The club also provides education for its members and the school community about LGBT issues.

### **Green Thumb Club**

If you would like to learn about, experiment with or grow plants, the Green Thumb Club starts in early March each year. The Green Thumb club uses the hydroponics greenhouse to test and grow annuals, perennials, herbs and vegetables. If you're not afraid to get your hands dirty or like to watch things grow join the fast-growing world of high tech plant propagation. For more details about the Green-thumb club stop by Room 204 to visit the greenhouse, garden, and Mr. Darling.

### **Intramurals**

Intramurals are offered to middle school students of all grade levels who like to participate in sports and games but want to experience it more casually than committing to an athletic team. Intramurals are supervised by physical education teachers and start at 7:05 am and end at 7:35 am.

### **Invention Club/E3 Club**

Invention club members put their ideas of inventions/innovations on paper. The group critiques the ideas in an effort to trouble shoot potential problems, or, to offer suggestions that would improve the idea. (This is called being on the "hot seat"! Should you choose, you may construct proto-types or working examples of your invention and enter them in option one of the E3 Fair. (More information on the E<sup>3</sup> fair will be available at a later date. If you construct your invention, you are automatically enrolled in the Jason Exploration/ E<sup>3</sup>Club.)

### **Library Club**

The library club is open to all. We meet one to two times a month after school. We spend our time talking about books we are reading, doing library-related crafts, experimenting with makerspace/tinkering activities to get our brains working -- and sometimes volunteering in the library!

### **Math Counts**

The Math Counts Club is for all 6th, 7th and 8th graders. At weekly meetings, club members work on, and discuss, math problems in a fun and relaxed setting. All members are exposed to new mathematical concepts applied in interesting ways. Seventh and eighth grade members can also try out for the 8-member Math Counts school competition team. The TCMS team will compete against area schools at the local and state contest this coming spring.

### **Mindfulness Matters**

Are you looking for stress relieving strategies that will bring your life greater balance? Do you want to learn how to 'get it together' when you feel like it's all coming apart? Then Mindfulness Matters is a club for you! We will present and practice Mindfulness, the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. Mindfulness has been proven to help relieve anxiety and

depression and help with focus and attention. If you want to know what mindfulness is, it's best to give it a try! Oh yeah, and there might be some Yoga too! Please join us at a Mindfulness Matters meeting.

### **Morning Show**

Our Studio Club produces and airs the "Good Morning Twelve Corners" television show every morning with the pledge to the flag, morning announcements and other special presentations. The club is open to 7th and 8th grade students through an application process done in early June. Students are encouraged to apply! Participants are required to arrive in school between 7:00 and 7:15 a.m. each morning to prepare the material and set up for the show.

### **Mosaic Club**

The world is a mosaic of people from different cultures. Join us to learn more about different cultures and traditions from around the world. Come and share about your culture with the club members. Help us show the beautiful mosaic of students that come to TCMS

### **Muslim Student Union**

The purpose of the Muslim Student Association is for students to have a space where they can come together and speak about issues Muslims are facing in our community.

Muslim students and their allies come together to celebrate the diversity we have at TCMS.

This club was new in 2022 and supported World Hijab Day and events around Ramadan and Eid!

### **Newspaper Club**

The Newspaper Club is open to 6, 7 and 8 grade students who love to write, draw and report on the news! TCMS Times editors can report on school events and publish cartoons. We also have an advice column if you want to share your wisdom by responding to student questions. Students can publish opinion columns about school and world events. Other creative opportunities will be offered to interested and motivated students!

### **School Store**

Students will work with an advisor to serve the needs of TCMS students. The duties will include assistance in ordering, selling, and advertising the products that we carry in the Melinda Riviello School Store! The school is open each morning prior to the start of the school day.

### **School Yearbook**

Yearbook club provides middle school students with the opportunity to assist in yearbook sales, photography, and design. Students help to promote yearbook sales by making posters and distributing yearbook information, creating incentives for students and families to purchase, and conducting student/teacher interviews and contests. Students design the pages of the yearbook, make decisions on front and back covers, and attend school events to take photos to include.

### **Science Olympiad**

Science Olympiad is a competition centered around STEM (science, technology, engineering, and math). A team of 15 students from grades 6-8 will compete in 23 events. The events focus on topics from a wide array of scientific disciplines such as Life, Personal and Social Science, Earth & Space Science, Physical Science & Chemistry, Technology and Engineering, and Inquiry & Nature of Science. Events can generally be separated into three categories: Study, Build, and Lab. A "Study Event" is one where you will take a written test on a specific topic. A "Build Event" will require the team to build something to accomplish a specific task. A "Lab Event" will require the team to perform some sort of experiment. Regardless of the type of event, students will need to put in the time to be prepared for whatever challenges that are presented.

### **TCMS Show Choir (The BrighTones)**

The TCMS Show Choir is open to students in 6th, 7th and 8th grade. Auditions will be held during September. Students will learn how to sing and dance to songs of Pop and Broadway selections. Students will meet after school once a week to prepare for local performances as well as TCMS choral concerts throughout the year. Interested students should see Mrs. Padilla or Mr. Knight for more information. More information will be given on the TCMS Morning Show at the beginning of the school year.

### **Service Club**

Service Club is a club for students who want to help out around TCMS. The three main roles would be to welcome and support new students to TCMS, to help plan and coordinate community service projects, and to help with periodic special events such as:

- 6th Grade Orientations
- Curriculum Night
- Solo Festival
- Spring Festival
- Informational Meetings (ODE, Washington DC Trip)
- Other special events that arise throughout the year

Interested students need to fill out an application (see link below) and have a short interview with a counselor and an administrator. Successful applicants will have a short training and information session.

### **Ski and Snowboard Club**

This season the Brighton Ski/Snowboard Club will again participate in an instructional program at Bristol Mountain, a ski area located about thirty (30) miles south of Rochester. This year's program includes 6(six) full days of skiing and lessons. Please see the BCSD website for more detailed information about this year's club regarding dates and cost.

### **Student Council**

Join us to discuss service projects, school-wide events, and ways to make TCMS a better place to be! We welcome any 6th, 7th or 8th grader to our weekly meetings. We also sell popcorn at all grade level activity nights and sponsor a variety of activities during the school year to promote school spirit!

### **TCMStrong**

TCMStrong is comprised of select eighth grade students who have agreed to be positive role models at TCMS and uphold the Brighton Believes values of Respect, Responsibility, Integrity, Self-Control, and Kindness. TCMStrong leaders are trained to work with the incoming 6<sup>th</sup> graders and other new students who are enter TCMS to make the transition to the middle school easier by assisting them with ways to connect to others. This club is open to seventh grade students in the spring of their seventh-grade year. Those who are interested in being part of TCMStrong must fill out an application and, if selected, go through training. The TCMStrong leaders then help run the sixth-grade orientation in August. Additionally, throughout the school year, TCMStrong leaders will meet with their student groups at scheduled times during WIN and assist the administrators, counselors, and PTSA at different events.

### **Writing Club**

Writing club is available to sixth, seventh, and eighth graders. Some writers come and work with their peers on short stories, poems, or even novels. Other writers use writing club to privately write stories. All writers have the opportunity to participate in writing contests, however it is not mandatory.

## Athletic Opportunities

Mr. Mark Kress, Director for Physical Education, Athletics and Health

242-5000 ext. 4575

*The following are the athletic opportunities currently available to seventh and eighth graders at TCMS.*

### Fall Offerings

Cheerleading

Boys & Girls Cross Country

Football

Boys Soccer

Girls Soccer

Boys Volleyball

Girls Volleyball

### Winter Offerings

Cheerleading

Boys Basketball

Girls Basketball

Boys & Girls Swimming

Wrestling

### Spring Offerings

Baseball

Softball

Field Hockey

Boys Lacrosse

Girls Lacrosse

Track and Field