



# **Brookside School**

**Curriculum Guide  
2016-2017**

Dear Parents and Students,

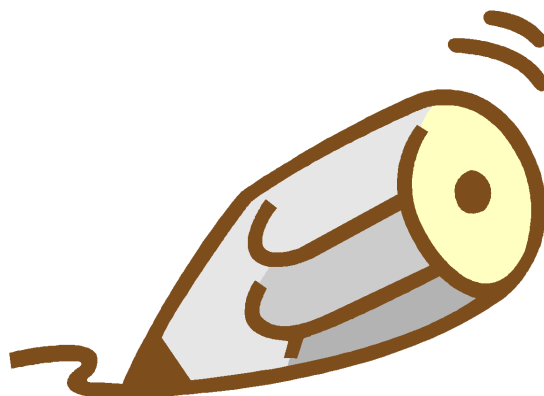
Welcome to Brookside School. You are fortunate to be part of an institution that has a wonderful history and record of achievement in academics, athletics and the arts. We are very proud of what we accomplish here, and we hope you will find your experiences with us to be educational and fulfilling.

This curriculum guide is designed to give you an overview of the courses here at Brookside. It will also help you understand the scope and sequence of the children's academic program, and how that fits in with their development.

If you have any questions about any of the programs or structures here at Brookside, please feel free to contact me or the guidance staff for clarification.

*Bruce Winkelstein*

Bruce Winkelstein  
Principal



# Grade 4 Program of Study

*Fourth grade in Brookside School is run using an elementary structure. In general, students stay with their homeroom class for all subjects and work primarily with their homeroom teacher. Academically, students are mastering basic skills and processes and are focusing on skills utilizing reading, writing and mathematics.*

## **Language Arts/Literacy**

### ***Reading***

Using a Reader's Workshop model, instruction in the fourth grade focuses on skill refinement, fluency, and comprehension. Students will read short stories, essays, and novels in a variety of genres, including nonfiction, realistic fiction, and historical fiction. Through consistent formative assessment, the teacher will guide the student to read text that is on their level, and, through those texts, the student will learn and master reading skills and strategies to improve their literal and inferential reading skills. Writing is an important part of our reading program, and students are given many opportunities to use writing to respond to reading. Writing about reading will have an emphasis on providing text-based support. Unit titles for the fourth grade are: *Building a Fourth Grade Community of Readers, Following Characters into Meaning, Fantasy Genre Study, Nonfiction Informational Reading, Responding to Short Stories, Content Area Reading: Immigration in America.*

### ***Writing***

While writing spans the curricular areas, in Writing Workshop, students are taught both the writing process as well as different forms of writing. Students engage in 4-6 week long units of study and writing is focused on the styles of narrative, opinion and informational writing. Unit titles for the fourth grade are: *Raising the Level of Personal Narrative, Creating Memorable Characters: Realistic Fiction, Personal and Persuasive Essays, Nonfiction Expert Books, Writing to a Prompt, Bringing History to Life through Informational Essays and Historical Fiction Narrative Accounts.* Instruction in grammar and mechanics is delivered through mini-lessons connected to these units of study.

### ***Spelling***

Primary Text: Pearson - *Words Their Way*

Spelling instruction in the fourth grade is a developmental program. Students are assessed multiple times during the year and grouped accordingly to help them develop spelling and word attack skills. The program is aligned with reading levels and New Jersey State Standards expectations, and is designed to help support reading and spelling skills through the study of word patterns, affixes and traditional memorization of rules.

## **Mathematics**

Primary Text: McGraw Hill - *Everyday Math*

The fourth grade program is aligned with the New Jersey State Standards. Students will use the *Everyday Math* text as the basis for instruction. This program emphasizes a conceptual understanding for math; vital in the elementary grades for application at older levels. In addition to this resource, students will receive additional instruction in formal algorithms and basic facts. The

major content in 4th grade focuses on concepts, skills and problem solving related to whole numbers, and an understanding of fractions. For more information on the standards, visit <http://everydaymath.uchicago.edu>.

### **Social Studies**

The curriculum for social studies includes immigration, economics, government and American symbols. Curriculum will be explored through literature, projects, group activities, and discussion. Students will engage in an interdisciplinary unit related around economics. A research project will also be completed during the course of the year.

### **Science**

Primary Resource: Science & Technology for Children (STC) Kits

The Science Program focuses on elements of physical science. Units of study include: Health and Nutrition, Electricity, Interactions with Water, Chemical Tests, and Floating & Sinking. Hands-on activities are utilized to elucidate scientific principles and methods.

### **Specials:**

#### **Spanish**

This is an exploratory program during which students gain a basic understanding of some common Spanish words. This class is taught by a certified Spanish teacher.

#### **Art**

In fourth grade art, students will continue to explore the elements of design (color, line, shape, form, value, texture, space) through both 2 and 3-dimensional art projects while also focusing on a variety of artists, masterpieces, and cultures.

#### **Computers**

Focus is placed on integrating the fourth grade core curricula with the necessary computer skills needed to complete school projects. Students will work independently and collaboratively using Google Drive and will master the basics of docs and slides. They will also be introduced, off line, to some basics of coding. During the school year, students will be using <http://school.typingpal.com> to improve their typing skills and have the access privileges to work at home.

#### **Library**

This is a research-based class where students learn how to use various databases such as *Ebscohost* (a periodical database), *Word Book* (an online encyclopedia), *SIRS* (a database of reproduced articles on various topics), and *World Almanac*. They use these resources and print material for research projects that are aligned with the fourth grade curriculum. The students are also introduced to new fiction and nonfiction print materials for pleasure reading in various genres.

#### **Music**

This is a performance and theory-based course. Students learn the basics of rhythm and note-reading, including quarter notes, half notes, whole notes and rests, and apply these skills to music reading and identification. Children sing songs in one and two-part harmonies, and develop dance and drama steps in correlation with the songs. Composition and music history are also introduced both vocally and through the introduction of guitar.

### **Physical Education**

This course, which meets four times each ten-day cycle, is an introduction to sports and cooperative games with a focus on basic skills and movements. Units include world games, hockey, volleyball, basketball, physical fitness and movement education.

### **Robotics**

Fourth graders work in pairs to learn the basics of coding and robotics by building and programming LEGO robots. Following the instructional phase of the class, students program their robot to navigate one of four courses.



### **Band**

Band in the fourth grade is voluntary. Children are scheduled for lessons once every five school days on a rotating schedule. They have early morning band every Tuesday from 7:45 to 8:30. Children are expected to be at the early morning rehearsals and at the two band concerts, as well as to practice their instruments at home.

# Grade 5

## Program of Study

*One of the primary goals of fifth grade is to bridge the transition between elementary and middle school. The fifth grade utilizes a departmental structure to scaffold this transition. Students will move from classroom to classroom for the different subjects. This allows the children to learn to organize their materials, and also allows teachers to focus on content areas for greater depth and sophistication of instruction. Children in fifth grade get to experience lockers for the first time as a means to hold jackets and lunches.*

### **Language Arts/Literacy**

#### **Reading**

Reading instruction in the fifth grade uses a Reading Workshop model. Students will read short stories, essays, and novels in a variety of genres, such as non-fiction, realistic fiction, and historical fiction. Through consistent formative assessment, the teacher will guide the student towards text that is on their level, and through those texts, students will refine reading skills and strategies to improve their literal and inferential reading skills. Students will do a considerable amount of writing in response to reading. They will learn how to keep a reading notebook and write some formal pieces such as a literary and argument essay. When writing about reading, students will learn how to provide text-based support.

#### **Writing**

While writing is integrated throughout all of the core classes in fifth grade, Language Arts in the fifth grade is a separate program. Using a Writing Workshop model, students will engage in four-six week long units of study. Writing is focused on the styles of narrative, opinion and informational writing. Through the use of mini-lessons, modeling, guided instruction and conferring, the teacher will work with the students to improve their skills in composition, revision and editing.

#### **Spelling**

Primary Text: Pearson - *Words Their Way*

Spelling instruction in the fifth grade continues from where students leave off in the fourth grade. Students will continue to progress through the various developmental stages of spelling and word study, looking at words and spelling rules. Typically by this grade, students will progress through affixes into root word study. Through root word study, students will break down words based on Greek and Latin roots, thereby giving them tools to ascertain new words.

### **Mathematics**

Primary Text: McGraw Hill - *Everyday Math*

Pearson - *Connected Math*

The fifth grade program is aligned with the New Jersey State Standards. Students will use the *Everyday Math* text as the basis for instruction. This program emphasizes a conceptual understanding for math; vital in the intermediate grades for application at older levels. In addition to this resource, students will receive additional instruction in formal algorithms and basic facts. Students will also be introduced to the Connected Math Program which is used in grades 6-8 for one unit on number theory. The major content in 5th grade focuses on concepts, skills and problem solving related to whole numbers, decimals and fractions.

## **Social Studies**

Primary Text: Prentice Hall – *Geography*,

Prentice Hall – *Ancient Civilizations*

Fifth grade studies will focus on physical and human geography as well as the interactions between environment and humans. They then move into the area of ancient life, starting with the origins of life and moving through Ancient Civilizations up to 600 A.D. Writing skills, research skills, and nonfiction reading are emphasized in this program.

## **Science**

Program: Foss Science System

Fifth grade students will first investigate earth's structure, geologic history, and materials. A life science unit which focuses on the five kingdoms, cell structures and functions, and the structural/behavioral adaptations of vertebrates will follow. Use of the microscope will also be covered during this unit. A study of solar energy completes the year. All units, including a culminating science fair, will emphasize STEM applications.

## **Specials:**

### **Spanish**

This is an exploratory program during which students gain a basic understanding of some common Spanish words. This class is taught by a certified Spanish teacher.

### **Library**

This is a program that focuses on integrating the fifth grade curricula into research projects using databases, the internet and print materials. Students learn web page evaluation, research strategies and citation skills. They are also introduced to new fiction, nonfiction and classic works for pleasure reading.

### **Art**

Students enjoy a more in-depth study of the elements of design through 2 and 3-D projects. The principles of design will be introduced and explored, including movement, balance, rhythm, emphasis, and contrast unity. Artists from various cultures will be introduced and analyzed.

### **Physical Education**

An extension of the fourth grade course, this course meets twice during the five-day cycle and builds on sport skills through competitive and cooperative games. It places further emphasis on communication activities. Units include soccer, volleyball, basketball, hockey, physical fitness and movement education.

### **Computers**

Students will work on advanced features of the Google Apps suite, with a concentration on using Sheets for scheduling, charting, and data collection and analysis. Students will also create multimedia presentations using WeVideo and other digital storytelling platforms.

### **Music**

A continuation of the fourth grade curriculum, students continue to learn the basics of rhythm and note-reading, and apply these skills to music reading and identification. Children sing songs in one and two-part harmonies, adding counter melodies to the music, and develop dance and drama steps in correlation with the songs. Composition and music history are also introduced.

**Robotics**

Fifth graders work in pairs to apply the basics of coding and robotics by building and programming LEGO robots and utilizing different sensors. Following the instructional phase of the class, students program their robot to use external sensors to navigate through an obstacle course.

**Band**

Band in the fifth grade is voluntary. Children are scheduled for lessons once every five school days on a rotating schedule. They have early morning band every Wednesday from 7:45 to 8:30 am. Children are expected to be at the early morning rehearsals and at the two band concerts, as well as to practice their instruments at home.



# Grade 6

## Program of Study

*Sixth grade is the first year of a true departmental structure in Brookside School. Students rotate among the six core teachers for their main subjects, and are also given the responsibility to choose electives. The 6<sup>th</sup> grade team works closely with each other, the administrators and the guidance counselor to ensure supervision of each child's academic and social growth. A main focus of 6<sup>th</sup> grade is organization and study skills.*

### **Language Arts/Literacy**

The 6<sup>th</sup> grade Language Arts/Literacy Course involves reading, writing, speaking, listening, vocabulary and grammar. Using a Reading Workshop model, students will read in a variety of genres and for a variety of purposes. Book clubs, reading partners and whole class discussions will give students an opportunity to grow as a reader in a community of readers. Using a Writing Workshop approach, students will write in three main text types that the New Jersey State Standards focus on: Argument Writing, Informational/Explanatory Writing, and Narrative Writing. In Argument Writing Units, students will learn how to present a claim and defend their position with supporting evidence. In Informational Writing Units, students will learn how to share knowledge of information and convey information accurately. In Narrative Writing Units, students will refine their skills of developing a sequential piece of writing and learn new strategies of effective storytelling. Vocabulary will be infused into the class several times each week, and is still a developmental program. Vocabulary instruction will focus on Greek and Latin root words to develop an ability to understand novel words in context and will be based off of either the *Words Their Way* Program or *Vocabulary Their Way*. Specific grammar instruction is infused into each unit and will be ongoing throughout the year. The focus on grammar is pragmatic application towards writing.

### **Mathematics**

Primary Text: Pearson – *Connected Math 3*

Connected Math is a conceptually and algorithmically based course aligned with the New Jersey State Standards. In addition to traditional computational skills, students focus on collaboration, pattern recognition, real world applications, and perseverance in problem solving. Sixth grade is heterogeneous and their performance in this year will be used for placement in 7<sup>th</sup> grade. Sixth grade units include: Factors and Multiples, Ratios, Rational Numbers and Equivalence, Understanding Fraction Operations, Two-Dimensional Measurement, Computing with Decimals and Percents, Variables and Patterns, Statistics and Data Analysis.

### **Social Studies**

In 6<sup>th</sup> grade, students will get a survey in early world history that includes study of various regions, civilizations, and developments. There will be a specific focus on Ancient Greece and Rome, as well as civilizations in Asia, Africa, and Central America. The course is designed thematically for students to make connections between geographic, governmental, economic, and cultural factors across eras and regions. Writing skills, cause and effect, and content research skills are integrated into the curriculum from a historical viewpoint.

## **Science**

Primary Text: Prentice Hall - *Science Explorer Series*

Sixth grade science is a lab course. Students build on their fifth grade knowledge of laboratory investigation, including isolating controls, determining variables, collecting data and drawing conclusions. This is a survey course and includes the units on forces and interactions, various types and relationships of energy, waves and their interactions, the earth's system, and ecosystems. Science and engineering practices, modeling, scientific research and argumentation, and application of science to the real world are all emphasized.

## **Spanish**

Primary Text: Glencoe - *Asi se Dice*

Spanish 6 emphasizes vocabulary, culture and communications as well as an introduction to basic grammar. Primary units include Numbers, Letters, Colors, Calendar, Weather, Time, "At Home", and "In School". Students will also adopt a Spanish speaking country for the year to anchor their learning.

## **Cycle**

Cycle is an activity-based program for all students. Students will rotate through the three courses listed below:

**Art** - Sixth graders explore art elements and principles using a variety of 2D and 3D media. Art history is incorporated through a study of artists and methods. An emphasis on more advanced techniques and skills is stressed.

**Computers** – The focus of this course is data collection and analysis using digital platforms. Students will collect data from hands-on activities and digital sensors. Using Google Sheets, students will analyze and interpret this data. Results will be presented through digital presentations. Students will also engage in guided activities to become exposed to alphanumeric spreadsheet functions.

**STEM (Science, Technology, Engineering & Math)** – Students will explore various STEM career opportunities through our Paxton Laboratory. This hands-on program allows children to work in pairs to learn the basics and applications of technology in career fields including modules in aerodynamics, structural engineering, rocketry and health and fitness.

## **Health/Physical Education**

Health and Physical Education is a comprehensive wellness program. Modules include topics on physical fitness, sports, project adventure, drug awareness and human anatomy.

**Gym activities** - These activities take place on the fields or in the gym. They are primarily games and skill development for sports. Sports include, but are not limited to: basketball, badminton, football and handball. Children will have this rotation twice in a semester.

**Physical Fitness** - These activities will take place in the fitness room, and focus on life-long fitness skills. Aerobic, strength and endurance skills will be taught. Children will have the opportunity to measure their growth during this class, and will also have the opportunity to run the mile as part of this event.

**Health** - This class focuses on healthy living, and includes personal growth and development, social and emotional development, basic puberty, hygiene, and stress management.

**Electives** - Sixth grade students choose one of the following electives for the year.

**Band** - Band 6 is a performance-based course. Students utilize the skills learned in fourth and fifth grade to perform concerts in both the fall and the spring. Students also receive small group lessons in order to improve their facility and technique with their instruments.

**Chorus** - Chorus 6 is a performance-based course. Students learn proper vocal technique and methodology for a three-part chorus, and also learn the basics of reading music. Students perform in concerts in both fall and spring.

**Band/Chorus** – This course allows students to participate in both band and chorus. Students are responsible to fulfill the obligations of both courses.

**Music Explorations** - In this course, students learn the history and fundamentals of music. Music types include, but are not limited to, the following: Classical, Jazz, Blues, Rock & Rap. Students also learn the technical aspects of music development, including composing original pieces using *Macs*.

# Grade 7 Program of Study

*As 7<sup>th</sup> graders, students at Brookside have developed experience with a departmental structure and are ready to take more responsibility in their own learning. To help them with their development, students are given more choices in their program and more responsibility for homework and class work. Teachers work closely with administrators and the guidance counselor to monitor development and to offer support when needed. Academically, the focus in 7<sup>th</sup> grade is moving away from basic skills and into the applications of skills and critical thinking.*

## **Language Arts/Literacy**

Language Arts/Literacy in 7<sup>th</sup> grade is an integrated course combining the skills of reading, writing, speaking and listening. Writing Workshop will give students the opportunity to write in a variety of forms, for a variety of purposes and for a variety of audiences. There will be a focus on essay structure, expository writing, narrative stories, and argument writing. Literature looks at themes in short stories, the novel, poetry and drama. Highlights of the curriculum are the Dystopian Literature Genre Study guided by Lois Lowry's novel *The Giver*, and a Suspense Unit of Study where students will both read and write suspense/mystery stories. Through use of book clubs, students will discuss social issues as they are portrayed in literature and investigate how an author's view on social issues may influence, change or add to their view on an issue. Vocabulary will be infused into the class several times each week, and focuses on Greek and Latin root words to develop an ability to understand novel words in context. This program is based off *Vocabulary Their Way*. Specific grammar instruction is infused into each unit, and will be ongoing throughout the year. The focus on grammar is pragmatic application towards writing.

## **Mathematics**

Primary Text: Pearson – *Connected Math 3*

Mathematics at the 7<sup>th</sup> grade level is grouped based on ability levels. Students are divided into two groups; Math 7 and Math 7A. Both levels utilize the same book in the *Connected Math* series, but the Math 7A class will incorporate higher level analysis and pre-algebra concepts to prepare students for Algebra in 8<sup>th</sup> grade. Students in Math 7A will also complete one more unit than the students in Math 7.

*Connected Math* is a conceptually and algorithmically based course aligned with the New Jersey State Standards. In addition to traditional computational skills, students focus on collaboration, pattern recognition, real world applications, and perseverance in problem solving. Seventh grade units include: Two-Dimensional Geometry, Integers and Rational Numbers, Similarity, Ratio, Rates, Percents and Proportions, Linear Relationships, Probability, Three-Dimensional Measurement and Data Analysis.

## **Social Studies: US History I**

This course begins the study of United States history, focusing on the earliest migrations into and settlement on the North American Continent and on through Civil War and Reconstruction (prehistory – 1877). Students learn about the people, events, and ideas that forged the United States. Specific emphasis is placed on the founding of the U.S. Constitution and its key ideals and applications in society.

## **Science**

Primary Text: Prentice Hall - *Science Explorer Series*

Seventh grade science begins with a study of matter and its interactions. From here, students will learn about major topics in life science, including the function of cells, animal and plant reproduction, and photosynthesis. Students will also examine the life cycle and gain an introduction to genetics. The last unit will include studies of how waves are relevant to technology and information transfer. Science and engineering practices, modeling, scientific research and argumentation, and application of science to the real world are all emphasized.

## **Spanish**

Primary Text: Glencoe- *Asi se Dice*

Following a brief review and reinforcement of material learned, students are introduced to a variety of new concepts and oral and written skills. Emphasis is placed on communication skills, both oral and written. Homework, tests, and quizzes are given at regular intervals. Units include food, personal characteristics, emotions and health.

## **Health/Physical Education**

Children will take part in four rotations each semester. Those rotations are:

**Project Adventure** – Students work collaboratively to accomplish physically based challenges. Children will get the opportunity to use the climbing center located on the stage.

**Gym Activities** – These activities take place on the fields or in the gym. They are primarily games and skill development for sports. Sports include, but are not limited to, basketball, badminton, football, and handball. Children will have this rotation twice in a semester.

**Physical Fitness** – These activities will take place in the fitness room, and focus on lifelong fitness skills. Aerobic, strength and endurance skills will be taught. Children will have the opportunity to measure their growth during this class, and will also have the opportunity to run the mile as part of this event.

**Health** – This class focuses on healthy living, and includes units on body image, male and female reproductive systems, nutrition, decision making and bullying.

## **Cycle**

Cycle is an activity-based program for all students. Students will rotate through the three courses listed below:

**Art** - Students continue to reinforce elements and principles of art using a variety of more advanced 2D and 3D techniques. Art history is incorporated through a study of artists and methods. Personal style emerges and is nurtured.

**Computers** - This course is focused on exposing children to the basics of computer science. For the first part of the course, students will learn to code using *Scratch*. For the second part of the course, students will develop a problem they want to address, and use their knowledge of coding and design to investigate the problem. Results will be shared via digital presentations.

**STEM (Science, Technology, Engineering & Math)** – In a continuation from the 6th grade course, students will continue to explore various career opportunities through our *Paxton Laboratory*. This hands-on program allows children to work in pairs to learn the basics and

applications of technology in career fields including modules in aerodynamics, structural engineering, rocketry, and health and fitness.

### **Electives**

**Band** - Band 7 is a performance-based course. Students utilize the skills learned in previous grades to perform in combined 7<sup>th</sup> and 8<sup>th</sup> grade concerts in both fall and spring. Students also receive small group lessons on their instruments in order to improve their facility and technique with their instruments.

**Chorus** - Chorus 7 is performance-based. Students learn proper vocal technique and methodology for a three-part chorus, and also expand upon their ability to read music. Students perform in combined 7<sup>th</sup> and 8<sup>th</sup> grade concerts in both the fall and the spring.

**Band/Chorus** - Band/chorus is for students who both play a band instrument and enjoy singing. Students alternate classes in order to take part in both courses.

**Integrated Arts/Digital Arts** - In this class, students will use the *Mac* computers to create audio productions. Some of these productions may be used for school functions or be shown on BTV.

# Grade 8

## Program of Study

*A significant consideration for 8<sup>th</sup> grade is preparing the students for high school. With this in mind, teachers structure opportunities for students to practice independence and decision-making. Academically, the focus is on applying skills already learned and drawing conclusions from prior knowledge and research. A variety of social events and activities serve to bring a positive closure to the students' Allendale career.*

### **Language Arts/Literacy**

The 8<sup>th</sup> grade Language Arts/Literacy Program uses a Reading and Writing Workshop Model. Students read fiction and nonfiction books based on units of study. There is an emphasis on critical reading and interpretation, and students are given many opportunities to discuss their ideas in book clubs or with reading partners. A highlight of the 8<sup>th</sup> grade curriculum is an Exploration of Fairness and Equality Unit where students explore this social issue through books such as Walter Dean Myers' *Monster*, Harper Lee's *To Kill a Mockingbird*, Sue Monk Kidd's *The Secret Life of Bees*, among others. At the end of the year, students begin to bridge the gap between middle school and high school through a Classic Literature Unit of Study. Writing units are based on the three types of writing outlined in the New Jersey State Standards: Narrative Writing, Informational Writing and Argument Writing. When writing in response to reading, students will refine their skill at providing text-based support. Vocabulary will be infused into the class several times each week, and focuses on Greek and Latin root words to develop an ability to understand novel words in context. This program is based off of *Vocabulary Their Way*. Specific grammar instruction is infused into each unit and will be ongoing throughout the year. The focus on grammar is pragmatic application towards writing.

### **Mathematics**

Primary Text: Pearson – *Connected Math 3*

Mathematics at the 8<sup>th</sup> grade level is grouped based on ability levels. Students are divided into two groups; Math 8 and Algebra. Both levels utilize the same books in the *Connected Math* series, but the Algebra classes will have two additional topics and will also receive additional instruction and practice on Algebra 1 material.

*Connected Math* is a conceptually and algorithmically based course aligned with the New Jersey State Standards. In addition to traditional computational skills, students focus on collaboration, pattern recognition, real world applications, and perseverance in problem solving. Eighth grade units include: Linear and Inverse Variation; The Pythagorean Theorem; Exponential Functions; Quadratic Functions (Algebra only); Symmetry and Transformations; Making Sense of Symbols; Systems of Linear Equations; Function Families (Algebra only).

### **Social Studies**

This course will be based in civics and citizenship education. Students will first explore the various roles and meanings of citizenship at the local, national, and global level. The course then will shift to studying various applications of government organization, law, and justice. Students will learn to identify key public issues, and they will engage in thorough research, deliberation, and analysis

of contemporary issues relevant to their lives. There will be a social participation component to this course in which students apply their civic knowledge to a experience outside of their classroom.

### **Science**

Primary Text: Prentice Hall - *Science Explorer Series*

This course will introduce students to mechanical engineering. More comprehensive investigations of the earth's history, biological evolution, weather/climate, and human interaction with the environment will take place throughout the year. The culminating subject will involve study of earth's biodiversity and sustainability. Science and engineering practices, modeling, scientific research and argumentation, and application of science to the real world are all emphasized.

### **Spanish**

Primary Text: Glencoe – *Así se Dice*

Following a brief review and reinforcement of material, students are introduced to a variety of new concepts and oral and written skills. Emphasis is placed on communication skills. Homework, tests, and quizzes are given at regular intervals and at the end of 8<sup>th</sup> grade, written and oral examinations are given. Chapters include Vacations, In Your Free Time, By Air and A Different Routine.

### **Health/Physical Education**

Children will take part in five rotations each semester. Those rotations are:

**Gym activities** - These activities take place on the fields or in the gym. They are primarily games and skill development for sports. Sports include, but are not limited to: basketball, badminton, football, and handball. Children will have this rotation twice in a semester.

**Physical Fitness** - These activities will take place in the fitness room, and focus on life-long fitness skills. Aerobic, strength and endurance skills will be taught. Children will have the opportunity to measure their growth during this class, and will also have the opportunity to run the mile as part of this event.

**Health** – This class focuses on healthy living, and includes units on drug prevention, values, teenage pregnancy, birth control and sexually transmitted diseases.

### **Electives**

Students in 8<sup>th</sup> grade are encouraged to explore their particular interests by self-selecting their electives. Students select six units of electives. BTV is assigned to each child, and is one unit.

**BTV** - (1 unit) This course centers on producing the daily television show (BTV) used for announcements and general information about Brookside School. Students will employ cooperative learning, writing, public speaking, and performance, as well as utilizing technology and practicing leadership skills, in developing the show. All 8<sup>th</sup> graders will be part of this show, and all students are on camera at least one time per section.

**Band** - (3 units) Band 8 is a performance-based course. Students utilize the skills learned in previous grades to perform combined 7<sup>th</sup> and 8<sup>th</sup> grade concerts in both the fall and the spring. Students also receive small group lessons on their instruments in order to improve their facility and technique with their instruments.

**Chorus** - (3 units) Chorus 8 is a performance-based course. Students learn proper vocal technique and methodology for a three-part chorus, and also expand upon their ability to read music. Students perform in combined 7<sup>th</sup> and 8<sup>th</sup> grade concerts in both the fall and the spring.



**Band/Chorus** - (3 units) Band/Chorus is for students who play a band instrument **and** enjoy singing. Students alternate classes in order to take part in both courses.

**2D Art Studio** - (1 unit) Students will explore 2-dimensional media through a variety of art projects using media including pencil, charcoal, and paint. Emphasis will be on personal style and creativity.

**Sculpture and Design** - (1 unit) Students will work with plaster, paper mache, wire and clay to create a variety of projects.

**Peer Leadership** - (1 unit) Students have the opportunity to participate in activities that benefit both the school and the community by taking a leadership role. This class focuses on the benefits of being involved and being a part of making change happen.

**Integrated Arts** - (1 unit) In this class, students will use the *Mac* computers to create video productions. Some of these productions may be used for school functions or are shown on BTV.

**Acting/Improv** - (1 unit) Students will explore the concepts of improvisational acting in a fun and welcoming environment. In this activity-based class, students will study some of the following: pantomime, mime, voice and diction, and characterizations.

**Dance** - (1 unit) The goal of this class is to help students develop creativity and versatility through dance. Areas of focus will include technique and performance, as well as creativity and choreography.

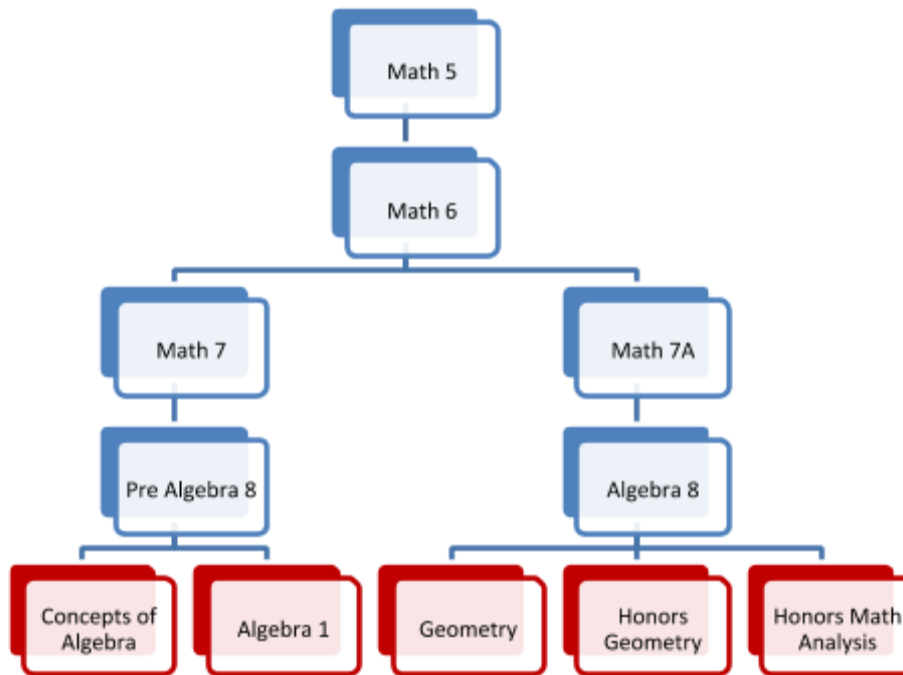
**Intro to Computer Science** - (1 unit) This course is focused on exposing children to the basics of computer science. For the first part of the course, students will learn to code using Scratch. For the second part of the course, students will develop a problem they want to address, and use their knowledge of coding and design to investigate the problem. Results will be shared via digital presentations.

**Intro to Engineering** - (1 unit) This course is for anyone who enjoys science and creating things. Students will use the design loop to create a project that meets specific criteria. This is a hands-on, project-based course.

**8th Grade Project** - (1 unit) In this elective, students will investigate a topic and create a project of their own choosing under the direction of the G&T teacher. This is the perfect class for students who want to do something not offered at Brookside.



# Brookside Middle School Math Scope and Sequence



*(Items in RED are for Northern Highlands)*

The guidelines for placement are intended to give a general outline of how we place students for math.

## Placement for Grade 7

It is important to remember that Math 7 and Math 8 are on-level math classes, and the advanced classes are meant to be more rigorous and challenging. Students who earn a final grade of 90% or above in Math 6 will be placed in Math 7A. Students whose final grade is between an 85% and 89% will be reviewed using secondary criteria, including, but not limited to, 5<sup>th</sup> grade final exam score, 5<sup>th</sup> grade ASK scores, and teacher recommendation.

## Placement for Grade 8

Students in Math 7 will be placed into Pre-Algebra 8. However, students in Math 7 who score above a 95% will be placed in Algebra 8.

Students who are in Math 7A will be placed into Algebra 8. Students who score below a 75% will be reviewed for placement in Pre-Algebra 8.

Placement for Northern Highlands is based on Regional Placement Criteria.

# Supplemental Program

## **Basic Skills (Grades 4 and 5)**

Basic Skills is a program open to all children in the school. This remediation program is designed to reinforce concepts in reading, writing and math for children who need more time to learn the concepts. A need assessment predates instruction, and an Individual Student Improvement Plan (ISIP) is prepared for each student. Materials can be classroom based, but also include test preparation materials. Students are invited into the program through performance in the classroom, teacher or principal recommendation, or low test scores. BSI for this level can be support or remedial in nature. Support generally occurs during an in-class structure. Efforts are made to ensure remediation occurs in lieu of Spanish or homeroom.

## **Basic Skills (Grades 6-8)**

Basic Skills is a general education program for children in grades 6, 7 and 8 who require additional support in the basic academic areas of reading, writing or mathematics. Basic skills has two tiers, and these tiers are not mutually exclusive. Tier 1 is designed for support. Classroom teachers work with BSI teachers to provide support on topics students have learned during the year but have not mastered. This structure requires flexible scheduling. Tier 2 support is more intensive and is remedial in nature. This course meets for a trimester and takes the place of Careers Cycle or Cycle Computer (grades 6 and 7) or an Elective (grade 8). Entrance is based on multiple criteria, including standardized test scores, grades, and teacher recommendations. An ISIP (Individualized Student Improvement Plan) will be created for all Tier 2 BSI students and the curriculum is based off of pre-assessments, not classroom curriculum.

## **Multi-Sensory Reading (Grades 4-8)**

This is a support program for students who are identified as having significant decoding issues aligned with dyslexia. Instruction is provided by the District Reading Specialist in very small groups to address decoding deficits. Instruction includes a mix of methodologies shown to be effective in addressing decoding challenges.

## **Study Skills (Grades 6-8)**

Study Skills is a general education course for students in grades 6-8. The course is taught by the grade level resource room teachers (who are also the in-class support teachers for special education students). The purpose of this course is to help children succeed in their core courses. Generally, this course takes the place of Spanish. The teacher will work on helping the students to create study guides to help in preparation for tests in their core content areas. The teacher will also focus on reinforcing strategies that students should use when preparing for tests at home and completing homework assignments. Emphasis will be placed on organizational skills, time management, and long-term planning for projects and assignments. This course requires the Principal's approval and is considered a Tier 3 (intensive) support program. Students in Study Skills are still eligible for Tier 1 or Tier 2 BSI support.

## **Resource Room (All grades)**

The Resource Room is for classified students who require a substantially modified curriculum. This program is a special education program and is designed as part of the IEP. This class is taught by a special education teacher, and replaces the regular education class of the same name.

**ELS (All grades)**

English Language Services are designed for students whose primary language is other than English and who also require remediation to learn English. Students are assessed on a state test, and the program is designed to teach literal and figurative forms of English in writing and speaking. Students will also receive extra support for their core classes as part of this program. Students are admitted to this program based on their ACCESS (state test) scores.