



Curriculum Guide 2024-2025

MISSION STATEMENT

Our Mission Statement

- ★ To discover and leverage the unique strengths of our students in order to help them develop the skills necessary for the 21st century.
- ★ To support all students in their journeys toward personal, social, and academic growth.
- ★ To foster a school community where every student is known, affirmed, safe, and challenged.

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COURSE REQUIREMENTS

	6th Grade	7th Grade	8th Grade
<u>Required Courses</u>	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Health ✓ Library Research ✓ Physical Education	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Art ✓ Physical Education ✓ CTE TBD/ Career Exp (CTE)	<u>Core Academics</u> ✓ English ✓ Math ✓ Science ✓ Social Studies <u>Required Related Arts</u> ✓ Health ✓ Physical Education ✓ CTE TBD/Career Exp (CTE)
<u>WINN- WHAT I NEED NOW</u>	<u>Exploratory Courses</u> <input type="checkbox"/> Art Exploration <input type="checkbox"/> Intro to Piano <input type="checkbox"/> Keyboarding <input type="checkbox"/> Old School <input type="checkbox"/> Show Me The Money <input type="checkbox"/> World Culture <input type="checkbox"/> World Language- Ita, Spa <input type="checkbox"/> Reading <input type="checkbox"/> ENL Stand Alone	<u>World Language/Reading</u> <input type="checkbox"/> Reading, or <input type="checkbox"/> Italian, or <input type="checkbox"/> Spanish, or <input type="checkbox"/> Bilingual Spanish 7	<u>World Language/Reading</u> <input type="checkbox"/> Reading, or <input type="checkbox"/> Italian, or <input type="checkbox"/> Spanish, or <input type="checkbox"/> FLS, or <input type="checkbox"/> Bilingual Spanish I
<u>Specials Grade 6</u> <i>Students are placed in specials</i> <u>Electives Grades 7 & 8</u> <i>Student choice and availability</i>	<input type="checkbox"/> Band, Chorus, Orchestra <input type="checkbox"/> Computer Programming <input type="checkbox"/> Creative Art <input type="checkbox"/> Personal Fitness <input type="checkbox"/> Robotics <input type="checkbox"/> STEAM	<input type="checkbox"/> Band, Chorus, Orchestra <input type="checkbox"/> CTE - Wood Craft <input type="checkbox"/> Digital Short Stories <input type="checkbox"/> Intro to Ukulele/Guitar <input type="checkbox"/> Marine Biology	<input type="checkbox"/> Band, Chorus, Orchestra <input type="checkbox"/> Bucket Drumming <input type="checkbox"/> Build a Business <input type="checkbox"/> Civic <input type="checkbox"/> Multilingual Leadership <input type="checkbox"/> Olympic Visual Art (OVA) <input type="checkbox"/> Peer Mentoring
<u>Academic Intervention Support</u> <i>Curriculum needs and availability.</i> <i>After School Programs require your child to stay after school.</i>	<ul style="list-style-type: none"> • Reading Skills • Wilson Reading • Learning Center <u>After School Programs</u> <ul style="list-style-type: none"> • Wells Academy • ENL Program • After school help 	<ul style="list-style-type: none"> • Math • Reading Skills • Wilson Reading • Learning Center <u>After School Programs</u> <ul style="list-style-type: none"> • Wells Academy • ENL Program • After school help 	<ul style="list-style-type: none"> • Math • Reading Skills • Wilson Reading • Learning Center <u>After School Programs</u> <ul style="list-style-type: none"> • Wells Academy • ENL Program • After school help

ELECTIVES, EXPLORATORIES & SPECIALS

(7th & 8th graders- Choose Elective)

Architecture & Construction

CTE - Carpentry (7-8)) (RA)

Wood Craft (7) (Elective)

Arts, Audio/Video Tech. & Communications

Art Exploration (6) (Exp)

Bucket Drumming (8) (Elective)

Computer Programming (6) (Elective)

Concert Band (6-8) (Special/Elective)

Concert Choir (6-8) (Special/ Elective)

Creative Art (6-7) (Special/Elective)

Intro to Piano (6) (Exp)

Keyboarding (6) (Exp)

mxINCedu-Build a Business (8) (Elective)

Olympics of the Visual Arts (8) (Elective)

Pathway BHS

STEAM (6) (Special/Elective)

String Orchestra (6-8)(Special/Elective)

Intro to Ukulele/Guitar (7) (Elective)

Education & Training

Keyboarding (6) (Exp)

Life Skills Peer Mentoring (8)(Elective)

Multilingual Leadership (8) (Elective)

Old School (6) (Exp)

World Culture (6) (Exp)

World Language-Ita, Spa (6) (Exp)

Finance

CTE Career Exploration (7-8) (RA)

mxINCedu-Build a Business (8)(Elective)

Show Me the Money (6) (Exp)

Government & Public Administration

Civics (8) (Elective)

Health Science

Marine Biology (7) (Elective)

Hospitality & Tourism

CTE-Career Exploration- (7-8) (RA)

Human Services

Multilingual Leadership (8) (Elective)

Peer Mentoring (8) (Elective)

Information Technology

Computer Programming (6) (Elective)

Law, Public Safety, Corrections & Security

Civics (8) (Elective) *Leads to the Seal of Civic Readiness- BHS*

Manufacturing

CTE Career Exploration - (7-8) (RA)

Build a Business-mxINCedu(8) (Elective)

Robotics (6) (Special)

Marketing

CTE Career Exploration (7-8) (RA)

Keyboarding (6) (exp)

Build a Business-mxINCedu-(8) (Elective)

Science, Tech, Engineering & Math

Computer Programming (6) (Special)

Marine Biology (7) (Elective)

Build a Business-mxINCedu-(8) (Elective)

Robotics (6) (Special)

STEAM (6) (Special/Elective)

Transportation, Distribution & Logistics

Computer Programming (6) (Special)

mxINCedu- Build a Business(8)(Elective)

Robotics (6) (Special)

STEAM (6) (Elective)

REQUIRED COURSES

(Core Academic and Required Related Arts)

ENGLISH

(Department Liaison – *Pat Daly*)

Our well-designed English Language Arts Program ensures that students will learn to use language effectively, to fully appreciate the oral and written expression of others, and to achieve the following Common Core Learning Standards in the pursuit of College and Career Readiness:

- Reading standards for literature and informational text.
- Writing standards.
- Speaking and listening standards.
- Range, quality, and complexity of student reading.

SUMMER READING- [Summer Reading Choices](#)

ENGLISH 6

This course is designed for sixth-grade students. Reading, writing, listening, and speaking are used as vehicles for learning.

TEXTS: Beginnings in Literature - Anthology

NOVEL: A selection of three novels will be chosen from the following list:

Wonder; The Lightning Thief; Crispin; The Greek Gods; The Watsons Go to Birmingham; The Story of King Arthur

ENGLISH 7

This course is designed for all seventh-grade students. Reading literature, writing, listening, and speaking are used as vehicles for learning.

TEXTS: Discoveries in Literature - Anthology

Timeless Voices, Timeless Themes - Bronze Level -Anthology

NOVELS: Reading selections will be chosen from the following list: A Year Down Yonder; The Pearl; The Giver; The Outsiders

SPELLING: Holt, Rinehart and Winston

ENGLISH 8

This course is designed for all eighth-grade students. Reading, writing, listening, and speaking are used as vehicles for learning.

NOVELS: Units of study will focus on the following titles:

Night; Inside Out and Back Again; Warriors Don't Cry

SOCIAL STUDIES

(Department Liaison – Susan Barbato)

The Middle School Program is designed to increase students' abilities to understand an ever-changing, complex world. Students are encouraged to reach conclusions about significant issues and events of the past and present. They will be exposed to the concepts of the social sciences so that all students gain a greater appreciation of their own cultures as well as the values and beliefs of others.

SOCIAL STUDIES 6

The program emphasizes the cognitive skills that students can use to analyze and appreciate the growing interdependence of the nations of the world, focusing on the geo-cultural regions of Europe and the Middle East. Emphasis is placed on academic competencies of maps and graph skills, writing, reading, and oral skills. A continuation of primary source document analysis will be emphasized and the use of these sources as skills will be applied in writing document-based essays.

TEXT: **History of Our World**

SOCIAL STUDIES 7

The program emphasizes the cognitive skills that students can use to analyze and appreciate American history. Special importance is placed on the academic competencies of map and graph skills, writing, reading, and oral skills. Students will study early American history from the pre-Columbian period through the mid-19th century Civil War Era. Primary source document analysis and essays based on enduring ideas will be reinforced.

TEXT: **United States History**

SOCIAL STUDIES 8

The program is a continuation of Social Studies 7. Academic emphasis continues to be placed on writing, reading, and oral skills. There is an increased emphasis on critical thinking skills which is integrated throughout the program. Once again, primary source document analysis and essays based on enduring ideas will be reinforced, to help prepare students for state assessments and high school study at all levels. Topics cluster around the American historical experience and include an analysis of political systems, economic changes in the 19th and 20th centuries, manifest destiny, the development of the U.S. as a world power, prosperity, depression, and the role of the U.S. in the Community of Nations will all be studied.

TEXT: **United States History**

MATH

(Department Liaison – Nora Johnston)

Through the integrated study of number sense, operations, algebra, geometry, measurement, statistics, and probability, the New York State Mathematics Curriculum highlights the following learning standards for middle school students. Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; and solve problems using appropriate tools and strategies.

MATH 6

Operations with whole numbers, decimals, fractions, and percents are the main focus of the sixth-grade curriculum. Students will extend their conceptual understanding of number theory, geometry, algebra, measurement, probability, and statistics. This knowledge base facilitates the development of problem-solving, critical thinking, and communication skills.

TEXT: Middle School Math Course 1

PUBLISHER: McDougal Littell

MATH 6 ADVANCED

The sixth-grade advanced course is an academically challenging study of mathematics. Problem-solving, communication, reasoning, and connections are emphasized. The course content offers a range of topics needed for the successful study of algebra. Number theory, percentages, equations, probability, statistics, measurement, and geometry are included in the syllabus. Students must maintain an average of at least 85% to remain in the advanced program.

TEXT: Middle School Math Course 1

PUBLISHER: McDougal Littell

MATH 7

This course content offers a range of topics necessary for the successful study of Algebra. Math 7 develops the concepts of number sense, probability, statistics, geometry, measurement, and Algebra. Communicating mathematical ideas and using alternative problem-solving strategies are an integral part of the curriculum.

PRE-ALGEBRA 7 ADVANCED

This course offers an enriched version of the Pre-Algebra 8 course. As in all math courses, problem-solving, communication, and reasoning are stressed. Critical thinking skills are an important part of the coursework. The curriculum provides students with the opportunity to strengthen their conceptual knowledge of equations, inequalities, geometry, percentages, and measurement. Students must maintain an average of at least 85% to remain in the advanced program.

Prerequisite: Successful completion of the Math 6 Advanced course.

ALGEBRA 1-7 HONORS

This course is the New York State Algebra 1 high school mathematics course. The primary emphasis is algebra with an additional focus on number sense, functions, and statistics. Students will be encouraged to develop their mathematical reasoning ability through problem-solving. This is a one-year course. Students will take the New York State Algebra 1 Regents in June. Students must maintain an average of at least 85% to remain in the honors program.

Prerequisite: Successful completion of the Math 6 Advanced course, high scores on the performance criteria, and teacher recommendation.

MATH cont'd

PRE-ALGEBRA 8

The Pre-Algebra curriculum focuses on Algebra procedures and concepts to prepare students for the rigors of high school mathematics. The students will formulate and reason with expressions, equations, and functions. The curriculum provides the opportunity to analyze two-dimensional and three-dimensional figures using distance, angles, similarity, congruence, and right triangle measurement.

ALGEBRA 1-8 ADVANCED

This course is the New York State Algebra 1 high school mathematics course. The primary emphasis is Algebra with an additional focus on number sense, functions, and statistics. Students will be encouraged to develop their mathematical reasoning ability through problem-solving. This is a one-year course. Students will take the New York State Algebra 1 Regents in June. Students must maintain an average of at least 85% to remain in the advanced program.

Prerequisite: Successful completion of the Pre Algebra 7 Advanced course.

GEOMETRY 8 HONORS

This course is the second of three Regents-level classes designed by New York State. The primary emphasis is geometry focusing on geometric proofs, transformational geometry, and coordinate geometry. Students will take the New York State Geometry Regents in June.

Students must maintain an average of at least 85% to remain in the honors program.

Prerequisite: Successful completion of Algebra 8 (7 Advanced) and passing the New York State Algebra 1 Regents Exam.

SCIENCE

(Department Liaison – Katie Keane-Allen)

Our new Middle School Science (Science 6, 7 & 8) program follows the [Scope and Sequence](#) of the [OpenSciEd Curriculum](#). This program is organized into bundles of performance expectations (PEs) used to design a target outcome. The ideas in each unit are built using the three dimensions of the Next Generation Science Standards (NGSS). Each grade-level science is broken down into 6 sequential units that evolve upon the prior Disciplinary Core Ideas (DCIs), Cross Cutting Concepts (CCCs), and Science and Engineering Practices (SEPs). The following is a list of the 6 unit progressions in each Grade Level Science Course.

SCIENCE 6

6.1 Light and Matter

Why do we sometimes see different things when looking at the same object?

6.2 Thermal Energy

How can containers keep stuff from warming up or cooling down?

6.3 Weather, Climate and Water Cycling

Why does a lot of hail, rain, or snowfall at some times and not others?

6.4 Plate Tectonics and Rock Cycling

What causes Earth's surface to change?

6.5 Natural Hazards

Where do natural hazards happen and how do we prepare for them?

6.6 Cells and Systems

How do living things heal?

Science 7

7.1 Chemical Reactions and Matter

How can we make something new that wasn't there before?

7.2 Chemical Reactions and Energy

How can we use chemical reactions to design a solution to a problem?

7.3 Metabolic Reactions

How do things inside our bodies work together to make us feel the way we do?

7.4 Matter Cycling and Photosynthesis

Where does food come from and where does it go next?

7.5 Ecosystem Dynamics

How does changing an ecosystem affect what lives there?

7.6 Earth's Resources and Human Impact

How do changes in the Earth's system impact our communities and what can we do about it?

Science cont'd

Science 8

8.1 Contact Forces

How do things get damaged when they hit each other?

8.2 Sound Waves

How can a sound make something move?

8.3 Forces at a Distance

How can a magnet move another object without touching it?

8.4 Earth in Space

How are we connected to the patterns we see in the sky and space?

8.5 Genetics

Why are living things different from one another?

8.6 Natural Selection and Common Ancestry

How can living things today be connected to the things that lived long ago?

LIVING ENVIRONMENT

Our goal in the 8th grade Living Environment curriculum is to challenge all middle school students to excel in science. The 8th-grade program (together with the 7th-grade Living Environment curriculum) is designed to achieve success for all students. Students will understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science. All students will be required to take The Living Environment Regents Exam. 1200 minutes of satisfactorily completed laboratory work is required to be admitted to the Regents exam.

TEXT: **Prentice Hall Biology 2006;**
A Brief Review for NY Living Environment

WORLD LANGUAGE

(Department Liaison – Deborah Velazquez)

Studying a second language promotes a greater understanding of cultural diversity among people. It can enhance the vocabulary and grammar of your own language, help improve your memory, and can even help you excel in your chosen future career. Besides promoting greater cultural awareness and appreciation, the foreign language program at the middle school will assist students in the study of their selected language beginning in seventh grade. The program of studies will concentrate on gaining competency in listening, speaking, reading, and writing skills. The program can eventually lead to an advanced seal of biliteracy in Italian or Spanish on your high school diploma.

HOME LANGUAGE ARTS (HLA) 6

This course is for students who already have language proficiency in Spanish. Course materials are designed using the NYS Bilingual Common Core Progressions which mirror the ELA Common Core Standards. The goal is for emerging bilingual students to practice the literacy skills needed to become fully bilingual and bi-literate. Students will engage in literature in Spanish and also have collegial discussions about the benefits of being bilingual in the 21st century.

SPANISH BILINGUAL 7

This course is part one of a Spanish Language Arts Course. It is designed for students who already have language proficiency in Spanish. All instruction is delivered in Spanish through authentic texts and culturally relevant topics. Topics are aligned with the ELA curriculum but taught through a cultural awareness lens. Students in this class are working towards bilingualism and biliteracy.

SPANISH 7

This course is part one of a two-year high school-level course. This first year will provide practice in conversational patterns, grammatical structure, oral comprehension, reading, and writing in Spanish. There is also an introduction to Spanish and Hispano-American culture and geography. Students will use a variety of materials and authentic situations to promote foreign language learning.

ITALIAN 7

This course is part one of a two-year high school-level course. This first year will provide practice in conversational patterns, grammatical structure, oral comprehension, reading, and writing in Italian. There is also an introduction to Italian culture and geography. Students will use a variety of materials and authentic situations to promote foreign language learning.

WORLD LANGUAGE cont'd

SPANISH BILINGUAL I

This course is part two of a Spanish Language Arts course. It is designed for students who already have language proficiency in Spanish. This course builds upon the foundation created in Bilingual 7. Successful completion of the course and passing grades on the final will result in high school credit. This class will put students on track for advanced Spanish classes at the High school and allow students to work towards the Seal of Biliteracy at a faster pace.

SPANISH I

This course is the second part of a two-year high school-level course in Spanish. Previously learned material will be reviewed and expanded. In addition to the basic text, a variety of outside materials will be used. Students are expected to conduct basic conversations in Spanish, understand simple texts and spoken Spanish, as well as write on various topics in Spanish. Successful completion of this course and a passing grade on the FLACS final exam will give the student one high school credit. Spanish II may be continued at high school in preparation for the Regents and, with further study, an advanced seal of biliteracy in Spanish on your high school diploma. Students must pass this course with a 65% to continue to Spanish II.

Prerequisite: Students must pass Spanish 7.

FOREIGN LANGUAGE SURVEY 8 – SPANISH

According to the Regents Action Plan, all students are now required to take a foreign language for two years before the end of the ninth grade. This course was developed with an emphasis on basic communication. Course content is similar to Spanish 7. This course is taken in 8th grade and is required for all students who are not presently taking a foreign language and who are not legally exempt. Please note that all students will be placed in New York State Regents level classes in high school.

ITALIAN I

This course is the second part of a two-year high school-level course in Italian. Previously learned material will be reviewed and expanded. In addition to the basic text, a variety of outside materials will be used. Students are expected to conduct basic conversations in Italian, understand simple texts and spoken Italian, as well as write on various topics in Italian. Successful completion of this course and a passing grade on the FLACS final exam will give the student one high school credit. Italian II may be continued at high school in preparation for the Regents. Students must pass this course with a 65% to continue to Italian II.

Prerequisite: Students must pass Italian 7.

PHYSICAL EDUCATION

(Department Liaison - Robin Mc Collum)

The Physical Education Program at Wells Middle School strives to have a positive impact on all. This will be done through the continued improvement of motor skills as developmentally appropriate for the early adolescent; the ongoing assessment of individual fitness levels; and the realization that personal and social responsibility are vital components of human relations.

We believe that all students can accept physical activity as an important part of life. Fitness, self-awareness, healthy body image, and stress management are understood as benefits of physical activity. Students will be encouraged to demonstrate leadership, respect, and problem-solving through participation in organized games and activities. Middle School Physical Education must be appropriate for the distinct developmental level of early adolescence.

Activities of the Physical Education Program at Wells Middle School include, but are not limited to the following:

(Activities are subject to change.)

Assessment	Frisbee	Skill Related Fitness
Badminton	Health-Related Fitness	Soccer
Basketball	Juggling	Softball
Creative Movement	Lacrosse	Speedball
Dance	Nutrition	Tennis
Field Hockey/Floor Hockey	Personal Fitness	Volleyball
Flexibility Training	Planning	Yoga
Football	Project Adventure	

All activities will incorporate the New York State Physical Education Standards of Personal Health and Fitness, a Safe and Healthy Environment, and Resource Management.

Aspects of Personal and Social Responsibility are to be developed through successful participation in Physical Education at Wells Middle School.

In order to achieve compliance with New York State Physical Education Standard #2 - *A Safe and Healthy Environment* - the Wells Physical Education Staff will attempt to incorporate the following traits of character through participation in class activities:

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>
Cooperation	Communication	Honesty
Effort	Compassion	Leadership
Responsibility	Respect	Risk Taking
Safety	Safety	Safety
		Social Responsibility

Physical Education cont'd

ADAPTIVE PHYSICAL EDUCATION

Adaptive Physical Education is a program that may be adapted or modified to address the individualized physical needs of students. It is good teaching which modifies the curriculum, task, equipment, and/or environment so that all students can fully participate in physical education.

HEALTH EDUCATION

(Grades 6 & 8)

The goal of the Health Class is to meet the New York State Standards for health education and promote student wellness. The student is challenged to balance functional knowledge, health skills, and lasting applications through a variety of activities. The emphasis is to develop a healthy lifestyle. The various topics provide students with essential information in order to be healthy and safe and achieve academically. Students are encouraged to maintain responsible behaviors, demonstrate positive family values, and take responsibility for their own healthy lifestyles.

Areas of Functional Knowledge include

- H.I.V. / A.I.D.S.
- Nutrition
- Tobacco, Alcohol, and Other Drugs
- Sexual Health and Sexual Risks
- Violence and Injury Prevention

Health Education Skills include

- Advocacy
- Communication
- C.P.R. and First Aid (Grade 8)
- Decision Making
- Planning and Goal Setting
- Relationship Management
- Self Management
- Stress Management

CAREER TECHNOLOGY EDUCATION

Technology is the application of knowledge, tools, and skills to solve practical problems and expand human capabilities. Career technology education is a hands-on program and is taught using an investigative, design, and constructive problem-solving approach. Students will develop problem-solving skills, expand their creativity, and increase technological literacy as they explore different areas of our technological society.

CAREER TECHNICAL EDUCATION - CARPENTRY 7

Students will learn hands-on skills using tools, machines, materials, processes, and technical concepts to safely and efficiently create products.

CAREER TECHNICAL EDUCATION - CAREER EXPLORATION 7 & 8

Career exploration involves students identifying their personal skills, aptitudes, interests, and goals to make informed decisions on potential career paths. We will look at various occupations and the pathways students can take to pursue those careers.

CAREER TECHNICAL EDUCATION - CARPENTRY 8

Students will study drafting, which is a method of communicating in the world of technology. Using the problem-solving method, students design and construct products that solve real-world problems in the areas of communication, manufacturing, construction, and transportation.

VISUAL ARTS

(Department Liaison - *Matthew Cassidy*)

The goal of the program is to have every Middle School student experience, appreciate, and develop visual and technical skills through a variety of media. Students are provided with many materials and resources in a studio setting to maximize abilities and visual communication.

ART 7

The seventh-grade Art Program is a half-year required course that focuses on developing visual literacy and communication. Students explore and apply the Elements of Art as well as the Principles of Design to each project. Through creative thinking and problem-solving processes, students will develop observational, expressive, and technical skills to enrich their middle school learning experience.

LIBRARY RESEARCH

(Library Media Specialist - *Mary DeBellis*)
(Grade 6)

The goal of Library Research is to make the students more comfortable in a library setting and to have them become more proficient in finding and using the information in the library. We will explore the Internet as a resource and find out how to evaluate Internet resources. Students will develop their research skills through curriculum-based projects. By incorporating all subject areas, the Library Research program provides opportunities for our students to develop into independent, lifelong learners.

EXPLORATORY COURSES

(Grade 6 -Alt Days for one quarter)

ART EXPLORATION

This Art Exploratory is an introduction to the visual arts that focuses on developing visual literacy and communication. Students will explore and apply the Elements of Art as well as the Principles of Design to each project. Through creative thinking and problem-solving processes, students develop observational, expressive, and technical skills to enrich their middle school learning experience.

KEYBOARDING

This is an introductory keyboarding class that is required for most students in the 6th grade. The students will demonstrate mastery of touch keyboarding using correct keying techniques including correct posture and finger placement. The student will improve speed and accuracy in keyboarding by using appropriate drills and timed writing. The emphasis of the class is placed on letters, numbers, symbols, numeric keypads, and basic word-processing applications.

INTRO TO PIANO

Intro to Piano will teach the fundamentals needed to begin playing piano with both hands. The course outline will focus on proper piano technique, finger and hand position, basic music literacy and notation, basic music theory, and performance of beginner repertoire. Subject matter may also include instrumental performances, improvisation, composition, connecting music to history and culture, and singing alone and with others. Intro to Piano students will engage in group projects, playing of instruments, listening exercises, and various forms of individual and interactive learning.

OLD SCHOOL

“They don’t teach that anymore?” Well, now they do.... At least briefly. In this course, we will review a variety of skills that students used to be required to learn but are no longer. We will practice reading and writing in script, learn how to sew, and keyboard, practice our multiplication table, learn about geography, and much more.

SHOW ME THE MONEY

In this class students will have the opportunity to learn about personal financing and budgeting through project-based learning. Students will concentrate on financial literacy and real-world application.

WORLD CULTURE

This course is a basic introductory course to Italian and Spanish culture. This course gives students a foundation in the appreciation of other cultural traditions. Students will examine the geography, festivals, and important cultural traditions. This course will give students exposure to each culture, affording them more insight when selecting their language choice to study for 7th and 8th grade.

WORLD LANGUAGE

This course is a basic introductory course to Italian and Spanish. This course gives students a foundation for foreign language study. Students will explore the language and culture. Students will develop basic listening, speaking, reading, and writing skills in each language. This course will give students exposure to each language, affording them more insight when selecting their language choice to study for 7th and 8th grade. Vocabulary is covered by theme along with culture.

SPECIALS - Grade 6

COMPUTER PROGRAMMING 6

This class will cover topics such as problem-solving, programming, user-centered design, and data-utilizing programs such as CS-first with Google, code.org, and scratch. Students will explore these tools to become producers of digital media.

CONCERT BAND 6

The Band Program provides musical experiences for woodwind (flute, clarinet, saxophone), brass (trumpet, french horn, trombone, baritone, tuba), and percussion. Musical literature includes classical to modern. Emphasis is placed on mastery of technique and all the elements necessary for musical performance. Band students are also required to attend one small group lesson each week during the school day. Students are taken out of the classroom on a rotating schedule for lessons, and they are expected to make up any missed classwork. Consistent practicing at home is required. Attendance at concerts is mandatory. The deadline for withdrawal is the first day of October in any given year. Any student who wants to join band in 6th grade can! Band is a full-year course.

CONCERT CHORUS 6

The Chorus Program provides vocal music experience to 6th, 7th, and 8th-grade students. Musical literature includes various music styles in unison, two and three-part harmony. Emphasis is placed on proper vocal production, sight-reading, and mastery of choral techniques, knowledge, and other elements necessary for musical performance.

Numerical grades are recorded each quarter on the report card. Attendance at concerts is mandatory. A student enrolled in Chorus may also be a band member or an orchestra member. The deadline for withdrawal from Chorus is the first day of October in any given year. Students may also join in the second semester with the permission of the choral director.

CREATIVE ART 6

Creative Art class is a half-year elective that is offered for students who want an advanced art experience. Through a variety of experiences and assignments, students will learn how to choose and utilize different art techniques, styles, and media to best express their ideas and feelings.

PERSONAL FITNESS 6

If you're looking to challenge your inner athlete or are interested in the multiple ways your body can perform, this elective is for you!

In this course, students will be able to apply knowledge and skills to be their physical best.

ROBOTICS 6

Lego kits are used to create a foundation of knowledge about basic machines in order to build up to the creation of robots. Students will work cooperatively in teams to do various projects and will end the course with actual robotic creations.

STEAM 6

This class will use statistics to create awareness as we learn more about Brewster through a mathematical lens. Students will engage in rich inquiry tasks making connections to their own experiences as they develop into responsible citizens and mathematicians. Students will be working to enact social change within our local community and the world at large.

STRING ORCHESTRA 6

The Orchestra program offers instruction on four instruments: Violin, Viola, Cello, and Bass. Students will be taught how to play one of these instruments of their choosing as well as how to play music in an ensemble setting. Orchestra is split up into two parts: The class period which meets every day, and the pull-out lessons which meet once a week. The class period focuses on ensemble work and performance techniques, while the lessons focus on individual skill-building and musical development. There are two mandatory concerts where students get the opportunity to showcase their musical development. Practicing at home is required, and Violin/Viola players are expected to bring their instruments home and back to school every day. Cellists and Bassist players should have an instrument at home and will use the school-provided instruments in the classroom. Deadline for withdrawal from the program is October 1st. Students will be graded on: rehearsal participation, lesson attendance, and preparedness.

ELECTIVES - Grade 7

CONCERT BAND 7

The Band Program provides musical experiences for brass, woodwinds, and percussion. Musical literature includes classical to modern. Emphasis is placed on mastery of technique and all the elements necessary for musical performance. Band students are also required to attend one small group lesson each week during the school day. Students are taken out of the classroom on a rotating schedule for lessons, and they are expected to make up any missed classwork. Attendance at concerts is mandatory. The deadline for withdrawal is October 1st in any given year. Band is a full-year course.

Prerequisite: Prior band experience is necessary.

CONCERT CHORUS 7

The Chorus Program provides vocal music experience to 6th, 7th, and 8th-grade students. Musical literature includes various music styles in unison, two and three-part harmony. Emphasis is placed on proper vocal production, sight-reading, and mastery of choral techniques, knowledge, and other elements necessary for musical performance.

Numerical grades are recorded each quarter on the report card. Attendance at concerts is mandatory. A student enrolled in Chorus may also be a band member or an orchestra member. The deadline for withdrawal from Chorus is October 1st in any given year. An audition is required if you are joining chorus for the first time.

CTE - WOOD CRAFT

This hands-on course introduces students to the world of wood and the tools used to transform it into functional and beautiful objects. Students will learn basic woodworking techniques, safety practices, and design principles as they create a variety of projects. From simple to complex, students will develop problem-solving skills, creativity, and a deep appreciation for craftsmanship.

DIGITAL SHORT STORIES 7

In this elective course, students will read, analyze, and create short stories! Students will develop their critical thinking, collaboration, and communication skills as they work together to achieve a deep understanding of a variety of texts. Additionally, students will build their digital literacies as they utilize technology to write and showcase their own short stories.

INTRO TO UKULELE/GUITAR 7

Each student will realize that they can be a ukulele or guitar player. This half-year course serves as an introduction to the instruments and will provide students with instant access to making music on the ukulele and guitar. Focus points will be strumming and rhythms, reading music, improvising, and beginning songwriting. Students will have the opportunity to build their ukulele and guitar skills while performing pop, rock, and folk music.

No music experience is necessary to participate in this class!

MARINE BIOLOGY 7

Marine Biology is an intensive study of the oceans, both physical and biological with an emphasis on the ecology of oceans and man's interactions with the oceans. We will begin by investigating some of the physical aspects of the oceans such as waves, tides, currents, and seawater chemistry. Then we will transition into the biological aspects of the marine world, exploring amazing marine life forms from bacteria and algae to mollusks and fish, all the way up to the colossal blue whale. Our examination of these topics will include a vast variety of multimedia from books and periodicals, television, movies, the internet, and dissections!

Electives Grade 7 cont'd

STRING ORCHESTRA 7

7th Grade Orchestra is a continuation of the techniques and development that were started in 6th Grade. Students will continue to work on their instrumental proficiency and rehearsal skills. Orchestra is split up into two parts: the class period which meets every day, and the pull-out lessons which meet once a week. The class period focuses on ensemble work and performance techniques. The lessons focus on individual skill-building and musical development. There are two mandatory concerts where students get the opportunity to showcase their musical development. Practicing at home is required, and Violin/Viola players are expected to bring their instruments home and back to school every day. Cellists and Bassists players should have an instrument at home and will use the school-provided instruments in the classroom. The deadline for withdrawal from the program is October 1st. Students will be graded on: rehearsal participation, lesson attendance, and preparedness.

Prerequisite: Prior orchestra experience is necessary.

ELECTIVES - Grade 8

BUCKET DRUMMING 8

In this half-year class, you will learn the basics of bucket drumming. We will explore the different types of sounds that can be created by hitting various areas of the bucket, proper playing technique, as well as how to read and play rhythms. This class will be structured in an interactive drum circle-type format. Students will have the opportunity to build their rhythmic reading skills while performing pop, rock, and folk music. Students will compose and perform their own music.

No music experience is necessary to participate in this class!

Build a Business-mxINCedu

mxINCedu provides a way for young students to be exposed to and empowered by entrepreneurship. Students work in teams to develop a product, pitch their idea, and launch their business. The experience culminates in a 'pop-up' marketplace experience where students sell their products. Students leave mxINCedu having defined, built and launched a product in the market.

In this course, students will learn about statistics by gathering and studying data from their lives and the Brewster Community. They'll create and implement budgets using Google Sheets and other tools to organize the information. They'll then analyze, and make visual representations to help people in the community understand the information and take steps that facilitate meaningful actions.

CIVICS 8

This half-year high school course is designed to give students a deeper understanding of the organization and structure of the United States and New York State government. The students will study government philosophy, the creation of the US Constitution, and an in-depth look at the three branches of government, including the court system. This course counts toward the accumulation of required points toward the Seal of Civic Readiness at BHS; awarded at graduation.

CONCERT BAND 8

The Band Program provides musical experiences for brass, woodwinds, and percussion. Musical literature includes classical to modern. Emphasis is placed on mastery of technique and all the elements necessary for musical performance. Band students are also required to attend one small group lesson each week during the school day. Students are taken out of the classroom on a rotating schedule for lessons, and they are expected to make up any missed classwork. Attendance at concerts is mandatory. Deadline for withdrawal is the first day of October in any given year. For the 2023-2024 school year, any student who had dropped out of band during 4th, 5th, 6th, or 7th grade is encouraged to rejoin band for this school year. Band is a full-year course.

Prerequisite: Prior band experience is necessary.

CONCERT CHORUS 8

The Chorus Program provides vocal music experience to 6th-, 7th-, and 8th-grade students. Musical literature includes various music styles in unison, two and three-part harmony. Emphasis is placed on proper vocal production, sight-reading, and mastery of choral techniques, knowledge, and other elements necessary for musical performance.

Numerical grades are recorded each quarter on the report card. Attendance at concerts is mandatory. A student enrolled in Chorus may also be a band member or an orchestra member. The deadline for withdrawal from Chorus is the first day of October in any given year. An audition is required if you are joining chorus for the first time.

MULTILINGUAL LEADERSHIP 8

This course is an opportunity for a commanding English Language learner to help students who are newcomers. This program allows students real-world experience in the field of education.

Electives Grade 8 cont'd

OLYMPICS OF THE VISUAL ARTS

Students work in groups on a prompt/medium that they select. In April the class attends the OVA event in Saratoga to present their projects and compete against other students across NYS. This is an 8th-grade Capstone for our artists. It provides students with a platform to exhibit their creative prowess and celebrate artistic diversity.

PEER MENTORING 8

In the peer mentoring course, student leaders are selected to push into our Life Skills program to help students with social skills. This program has planted the seed for students to go into the field of education. In fact, we have former students who are now teachers because of this opportunity in 8th grade.

STRING ORCHESTRA 8

8th Grade Orchestra is a continuation of the techniques and development that were started in 7th Grade. Students will continue to work on their instrumental proficiency and rehearsal skills. Orchestra is split up into two parts: The class period which meets every day, and the pull-out lessons which meet once a week. The class period focuses on ensemble work and performance techniques, while the lessons focus on individual skill-building and musical development. There are two mandatory concerts where students get the opportunity to showcase their musical development. Practicing at home is required, and Violin/Viola players are expected to bring their instruments home and back to school.

ADDITIONAL PROGRAM SERVICES

(Based on Curriculum Needs and Availability)

CURRICULUM SUPPORT TUTORIAL / INTERVENTION

This time will be given to students who are struggling with work completion in a particular academic class. The class size is smaller and academic-specific teachers will be assigned. Subject area tutorials include Reading, Writing, Math, Learning Center, ENL Stand Alone, Wells Academy, ENL program, After school help.

HOMEWORK LAB (Grades 6, 7 & 8)

In an effort to promote literacy and reinforce essential skills and habits, students will have an opportunity to build in time for homework. Students are expected to come to their HW Lab location prepared with appropriate reading material or homework to be completed silently.

MATH IP (Grades 7-8)

This course is a supplemental math course designed to support student growth by targeting the specific skills students need to reach mastery. Teachers analyze the available data to learn what students already know, and what they are ready to learn next, monitor student growth, and determine which students may need additional assistance. The teacher and students develop personalized plans that leverage strengths and work to improve any learning gaps.

Through the use of small groups and teacher conferencing, students will be able to work on the areas that they need most. Students will be asked to communicate and share with their peers every day in class. By talking, explaining, showing, and listening to each other, they will learn much more and much faster than working on their own. The teacher will be there to support and guide their conversations and learning.

Additional Program Services cont'd

READING

(Department Liaison – *Bonnie Palumbo*)

READING SKILLS (Grades 6, 7, and 8)

Students who have not demonstrated a strong foundation in language arts that is considered acceptable by NY State's Education Standards are placed in a Reading Skills class. Group instruction is given in essential reading skills including content area reading techniques, study skills, and reading strategically, expressively, and independently.

WILSON (Grades 6, 7, 8)

The Wilson Language Program is a Tier 3 program. This is a multisensory language instruction, for students who are not making sufficient progress in reading and writing. Wilson is a structured literacy program based on phonological coding and Orton-Gillingham principles. This program directly and systematically teaches students to become fluent in decoding and encoding skills in order to reach a level of mastery. Students placed in this class will be referred by teachers and guidance counselors. The Wilson Assessment of Decoding and Encoding (WADE), which is a curriculum-based assessment measuring a student's decoding and encoding skills, will be given upon the referral.

SPECIAL EDUCATION

(Department Liaison – *Andrianna Walraven*)

INTEGRATED CO-TEACHING

Students with disabilities receive instruction within a regular education classroom with nondisabled peers. Instruction and support are delivered collaboratively by both the regular and special education teachers. These classes are available in Math, English, Science, and Social Studies. Students in this program also have the opportunity to receive additional support from a special education teacher in a Learning Center.

SPECIAL CLASSES (Self-Contained Class)

Students with disabilities receive specialized curriculum-based instruction in small groups in a separate location. Instruction is delivered by a Special Education teacher. Self-contained classes are offered in Math, English, Science, and Social Studies.

RELATED SERVICES

- Assistive Technology
- Counseling
- Nursing Services
- Occupational Therapy
- Physical Therapy
- Speech and Language Therapy
- Teacher of Hearing Impaired
- Teacher of Visually Impaired

Additional Program Services cont'd

ENGLISH AS A NEW LANGUAGE (ENL)
(K-12 ELL & Bilingual Specialist - Jaimie Dini)

ENGLISH LANGUAGE PROFICIENCY DETERMINATION

A student whose home language is other than English goes through a specific process to determine English language proficiency. English language proficiency is determined either at entry through the *New York State Identification Test for English Language Learners* (NYSITELL) or by the *New York State English as a Second Language Achievement Test* (NYSESLAT), which is given annually. The ENL language proficiencies are Entering, Emerging, Transitioning, Expanding, and Commanding. Each proficiency requires a certain level of support throughout the school day from an ENL-certified teacher.

ENL STAND ALONE

New York State requires that ENL students with an Entering and Emerging English language level proficiency receive stand-alone support from an ENL teacher. In these classes, ENL teachers aim to improve the student's language proficiencies and literacy skills. Units and lessons are designed to meet the needs of the students and build upon previous knowledge.

INTEGRATED CO-TEACHING with ENL & CONTENT TEACHERS

New York State also requires support for ENL students in some core content classes. This requirement is met with a teacher who is certified in a content area and ENL or through integrated co-teaching with a content teacher and an ENL teacher. In either class, lessons are designed and taught with multiple entry points for students to access content materials and may be differentiated to support the various language levelings in the classroom.

TRANSITIONAL BILINGUAL EDUCATION (TBE) PROGRAM

ENL students who score at an Entering or Emerging language proficiency will be placed in our transitional bilingual education program. These classes are taught by a mix of bilingual education (BE) teachers, core content teachers, and ENL teachers. The classes are designed to give the students some foundational content information and basic literacy and/or numeracy skills in each subject in the students' native home language. Once the students achieve a certain benchmark criterion, he/she will be placed into mainstream integrated co-taught classes with a content teacher and ENL teacher.

Grade 6 Bilingual Program - Math 6-BE, Science 6-BE, Home Language Arts (HLA), Stand Alone 6

Grade 7 Bilingual Program - Math 7-BE, Bilingual 7 (HLA), Stand Alone 7

Grade 8 Bilingual Program- Math 8-BE, Bilingual 1 (HLA), Stand Alone 8

Additional Program Services cont'd

SCHOOL COUNSELING PROGRAM
(Department Liaison - *Joanna Biagi*)

Our mission as school counselors at Henry H. Wells Middle School is to provide a comprehensive, and age-appropriate school counseling program that is aligned with the New York State Learning Standards. The Counseling Department focuses on the interests and needs related to the stages of student growth through academic, career, and social development. In partnership with students, staff, family, and community members, we will assist students in their efforts to become effective learners, achieve success in school, live successful and rewarding lives, and develop into contributing members of our society.

The school counselor provides the proactive leadership required to ensure every student is served. They manage the comprehensive program with teachers, parents, and community agencies to meet the needs and academic standards of New York State.

The foundation, delivery, and management of the comprehensive school counseling program at Henry H. Wells Middle School are preventive in design and developmental in nature. A Multi-Tiered Support System Team meets weekly to oversee the implementation of school counselor services at Wells.

School counselors also facilitate developmentally appropriate services to selected students. Groups will include, but are not limited to,

- Career development
- Conflict resolution
- Organizational skills
- Peer mediation
- Relationship Building

Additional Program Services cont'd

SCHOOL NURSE

(Elizabeth Cullen and Erin Hecht)

Duties are to be performed by the school nurse in the school buildings of Brewster under the general policies outlined by the Board of Education and administered by the superintendent and building administrators. Allowance is provided for the exercise of independent judgment in the emergency and technical phases of the work.

The specific responsibilities include but are not limited to:

- Administering first aid to pupils and school personnel;
- Administering the policies and procedures relative to student injuries and incidents including maintaining records and insurance forms;
- Administering vision and hearing tests only when deemed necessary;
- Aiding in the identification of children who are physically handicapped; and
- Arranging and assisting the school physician with all required physicals;
- Assisting and advising in scoliosis screening and follow-up referrals;
- Assisting school authorities in situations involving health and hygienic problems;
- Completed on a yearly basis, the state-mandated immunization survey;
- Encouraging health examinations in contact with families;
- Maintaining accurate and complete cumulative health records for each pupil;
- Notifying parents of results of physicals;
- Providing comfort in urgent personal problems;
- Providing, when needed, pertinent information for Student Support Team conferences.

SCHOOL PSYCHOLOGIST

(WMS - James McCabe, District-wide - Nicole Gomez-Arocho)

The School Psychologist is an advocate for the students and will work with staff and parents for the benefit of the students.

- Leads the Multi-Tiered Support System (MTSS) weekly meetings.
- Evaluate students and prepare psychological reports for CSE as needed.
- Meets with students in need of psychological assistance.
- Meets with parents to explain test findings and recommendations.
- Aids building staff to work with children with psychological problems.

In addition, the Psychologist:

- Coordinates special education referrals.
- Participates in annual and tri-annual reviews.
- Performs individual and group counseling services as needed and as indicated on the IEP.
- Acts as a resource person to assist building staff to better understand and more efficiently work with classified students.
- Provides crisis intervention and referrals.
- Performs educationally-related support services.
- Makes home visits as needed by the school system.

Additional Program Services cont'd

SCHOOL SOCIAL WORKER

(WMS - Venus Casiano, District-wide - Jocelyn Chacon-Munoz)

The School Social Worker is an advocate for the students and will work with staff and parents for the benefit of the students. Currently, we have one social worker on our staff. The social worker:

- Provides crisis intervention and referrals.
- Performs individual and group counseling services as needed and as indicated on the IEP.
- Coordinates services from community and state agencies for students in need of such services.
- Participates in weekly Multi-Tiered Support System meetings.
- Writes social histories for students referred to the Committee on Special Education.
- Makes home visits as needed by the school system.
- Acts as coordinator of the Student Assistance Fund.
- Acts as a liaison between mental health professionals, social services, and school staff.
- Attends Putnam County P.I.N.S. (Person in Need of Supervision)
- Member of the building Crisis Team, as well as the BOCES Regional Crisis Team.

SPEECH / LANGUAGE PATHOLOGIST

(Jossy Gramajo)

The Speech/Language Pathologist focuses on receptive language, or the ability to understand words spoken, and expressive language – the ability to use words to express oneself. Dealing with the mechanics in order to produce words, such as articulation, phonemic awareness, and fluency, the speech-language pathologist is professionally trained to prevent, screen, identify, assess, diagnose, refer, provide intervention for, and counsel persons who are at risk for articulation, fluency, voice, language, communication, swallowing, and related disabilities.

Responsibilities include:

- Administers evaluations for speech and language disorders.
- Consultation services with teaching staff and parents.
- Develops/implements Individual Educational Programs.
- Multi-disciplinary team member.
- Provides individual and group speech and language therapy.
- Provides educationally-related support services.
- Provides accurate, up-to-date annual reports to CSE.
- Provides quarterly progress reports for Medicaid.
- Provides quarterly IEP progress reports to parents.

Services are provided on a regular basis with one, two, or more sessions scheduled weekly. Students are seen individually, in small groups in a special location, or within the classroom setting as a part of the inclusion model.

CO-CURRICULAR ACTIVITIES

ART CLUB - Mr. Cassidy

Are you a 6th grader who enjoys art? The Art Club meets once a week to give this grade more opportunities to create art and develop artistic skills. Many different materials and techniques are explored that lead to creative projects.

BOOK CLUB - Mrs. Dima

Read and discuss age-related novels. Students will work with the advisor to study and discuss chosen books, and complete activities based on the book discussion.

BUILDERS CLUB - Mrs. Swiatocha

Builders Club is open to 6th, 7th, and 8th graders. We will brainstorm ways to improve our environment and plan and build small projects throughout the year for campus beautification. We will have one larger school community project that we plan and prepare for throughout the year and complete in the spring.

ENSEMBLE (JAZZ) - Miss Beyer

This extracurricular will prepare students to perform as a part of the Wells Jazz Band. No prior experience in jazz is necessary but band experience on an instrument is required. Rhythm section instruments including the piano, the upright/electric bass, drumset, and guitar are also accepted instruments in the jazz band (auditions for these may be required depending on the number of students interested). This extracurricular will serve as an introduction to the rich history of jazz music. Through after-school ensemble rehearsal, individual practice, and a variety of performance opportunities, the student will gain an understanding and appreciation for this great art form. Emphasis will be placed on rudimentary improvisational skills, a sense of personal accountability, and musicianship as well as performance techniques. Members will study and perform different forms of music including jazz, funk, and blues. Each student is expected to show musical and technical growth through participation in this ensemble. The jazz band will put on at least two performances during the school year. Attendance is mandatory for the performances.

ENSEMBLE (MODERN BAND) - Mr. Schwartz

Modern band is a place for students to learn and perform music that they enjoy. At Modern Band Club, students can bring their instrumental expertise or learn a new instrument such as electric bass, keyboard, or drums. The students will form their bands and will write and rehearse their own covers or original songs! There will be several performance opportunities throughout the year, and the students will have the opportunity to have their songs recorded once they are finished.

ENSEMBLE (VOCAL) - Mr. Milici

If you love Chorus and you can't get enough, this club is for you. The purpose of this club is to have time and space to work on your vocal range and skills. All students are welcome to join. This is also a great time for students who do not have room in their schedule for Chorus to come learn the concert songs to then join in the WMS chorus performances in the Winter and Spring. Vocal Ensemble Students may also have the opportunity to perform with thousands of students in a world-class performance arena.

GAY/STRAIGHT ALLIANCE CLUB - Mrs. Spears

GSA will be a safe space for LBTQAI+ students and allies to express their individuality and share out experiences. In addition, this club will focus on how to create a welcoming and affirming environment for all students.

GUITAR CLUB - Mr. Schwartz

The goal of the guitar is to offer an alternative path to the learning of music that isn't through the traditional means of Orchestra, Band, or Chorus. Students will learn various techniques that go into playing guitar, such as picking, finger plucking, chords, and note reading. Music theory such as chord progressions, song structure, and harmony will be a focus area.

HISTORY CLUB - Mr. Gregorio

Discuss and study history, both ancient and recent. Students will work with the advisor to study and discuss specific events in history and how they have changed and/or influenced our current world economy and culture.

KINDNESS KLUB - Mrs. Biagi & Mrs. Guzman Hamel

Kindness Klub is open to 6th-, 7th-, and 8th-grade students. We will work together to strengthen the Wells community in the spirit of unity, respect, and most of all, KINDNESS. Students will meet monthly to collaborate on ideas on how to spread kindness to each other and to the whole Brewster community. If you like painting kindness rocks, planning ways to spread kindness, and you like to put smiles on your fellow students' faces, this is the club for you.

LEADERSHIP CLUB - Mrs. Gargano & Ms. Rattiner

The purpose of the club is to foster service activities within Henry H. Wells Middle School, the town of Brewster and within the global community. Through collaboration, middle school students learn the importance of social responsibility, civics, empathy and service to others. This club is open to all students in grades 6-8 and meets every other week. Some initiatives the Leadership Club has completed in the past include a collection drive for enlisted service men and women, baking dog and cat treats for rescues at the Putnam Humane Society, toy drive for sick children at Blythedale Children's Hospital, Autism Awareness initiative to support Anderson Center for Autism and collecting change to partner with Heifer International to help end hunger and poverty in third world nations

MARCHING BAND CLUB- Ms. Perdicho (BHS), Miss Beyer (WMS), & Miss Gruppuso (WMS)

This extracurricular is a stepping stone between middle school music and the High School Marching Band program. Students will meet after school during marching band season to work on stand-jams, parade music, and learn how to march. Students who consistently attend middle school rehearsals will be invited to join the high school marching band program prior to 9th grade. Opportunities include: performing at high school football games, performing in 2-3 parades in the spring, and any other in-school trips where the marching band performs. Prior experience with an instrument is required.

MATH INVESTMENT CLUB - Mr. Sarazin

In this club, scholars will not only discover and derive mathematical formulas and equations but they will learn about their applications through experimentations. On the investment side, students will be taught what they don't teach us in school: how not to work for money but how to make money work for us. Thus, participants would be encouraged to save, to invest, to brainstorm and to implement small business ideas and ventures.

NATIONAL JUNIOR HONOR SOCIETY (8th Grade) – Mrs. Pryce

Eligibility is limited to those eighth-grade students who maintain a 93% or better cumulative average for both sixth and seventh grades. These students are sent an application which must be completed and returned by the deadline stated. Students who meet the scholarship requirement will have an opportunity to complete a form detailing their accomplishments in commitment to service, leadership, character, and citizenship. Applicants must also receive three teacher recommendations from current middle school teachers. A committee of teachers, known as the Faculty Council, will review each application separately based on a scoring rubric. A majority vote will allow a candidate to be accepted into this organization. The criteria for acceptance are based on scholarship, character, leadership, citizenship, and service. Please see the NJHS website for more specifics.

Scholarship:

Students who have a cumulative grade point average of 93% or equivalent standard of excellence, meet the scholarship requirement for membership. These students are then eligible for consideration on the basis of service, leadership, character, and citizenship.

Service:

This quality is defined through the voluntary contributions made by a student to the school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership:

Student leaders are those who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. Leadership experiences can be drawn from school or community activities while working with or for others.

Character:

The student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern, and respect for others, and generally maintains a good and clean lifestyle.

Citizenship:

The student who demonstrates citizenship understands the importance of civic involvement, has a high regard for freedom, justice, and democracy, and demonstrates mature participation and responsibility through involvement with such activities as scouting, community organizations, and school clubs.

Students who accept membership and are inducted into the chapter should be aware of the time and commitment involved with this honor. Members are required to participate in monthly chapter meetings and service projects to benefit the school and community.

NYSSMA - Mr. Milici

Each year, Wells Middle School vocal students are invited to participate in Nyssma solo festival. This is an opportunity to learn a vocal solo to perform for a professional judge. Students who have very high scores may have the potential to advance into prestigious music ensembles in the future.

POSITIVE BEHAVIOR SUPPORT SYSTEMS (PBIS) - Ms. Manguso

Students will have an opportunity to collaborate with teachers and students to create and or revise our current reward system. Students will also have the opportunity to present at grade-level meetings on relevant middle school topics.

PRINCIPAL ROUNDTABLE - Mr. Rodriguez

Students will work with the principal on the vision of the school and are tasked to take part in conversations that help to steer culture and climate, students' vision, Teacher Appreciation, and end-of-the-year activity planning. Students will begin as the Superintendent's Roundtable and transition to working with the Principal all year.

ROBOTICS CLUB - Mrs. Golden

Do you like exploring how to build different robots and the coding that brings them to life? The Robotics Club is the place for you! The goal and purpose of the club are to be learning and creating different aspects of computer coding to solve multi-dimensional computer problems. It is here where our coding will lead to programming different robots as well as developing our own unique games and applications.

SAFE SCHOOLS AMBASSADORS - TBD

THE SSA program was implemented at BHS and is now coming to WMS. This program provides training for middle school students to be equipped with the skills to build a climate and culture that centers on building peer to peer relationships that increase the number of upstanders in the school building.

SPRING MUSICAL / THEATER PRODUCTION - Miss Beyer (Drama Producer), Mr. Cummins (Drama Advisor) , & Mr. Milici (Drama Asst. Advisor)

Each year, Wells Middle School puts on a large-scale production featuring our talented singers, actors, and dancers. Participating in the Musical is a major commitment that pays off with a ton of fun and great educational experiences in the world of musical theater. Just like participating on a sports team, the Middle School Musical is an extracurricular activity that requires dedication, teamwork, and commitment. It is important that all parents and students are aware of this and are supportive of our common goal - an extraordinary production.

STUDENT COUNCIL – Mr. Browne & Mr. Gregorio

Student Council is an active organization that seeks to promote a positive environment at the H. H. Wells Middle School. The official student organization is called the CUBS. The President and Vice President of the Student Council are elected in school-wide balloting. Each grade elects a Chairperson to sit on the Executive Committee of the Student Government and each grade elects a Representative and Alternate Representative to the Student Government.

The Recording Secretary, Corresponding Secretary, and Treasurer are selected from among those nominated to run for the Student Council.

Monthly meetings include parliamentary procedure, discussion of upcoming events and effective leadership development. The Student Council is at the heart of all school activities, community service and fundraising. The major goal of the council is to involve the entire student body in the activities of the school life and promote leadership skills.

STUDENT LIFE- Mrs. Whiting

Student Life will serve as the body of students that will inform our club advisors of field trip ideas, student activities and fundraising ideas. Get involved if you have great ideas and you are a creative thinker. If you enjoy amplifying the voices of your peers, this is the club for you.

WMS STUDENTS AGAINST CANCER - Mrs. Holliday & Mrs. Zyskowski

If you are passionate about raising awareness about issues related to the prevention of cancer, this club is for you. If you are passionate about supporting the American Cancer Society and local organizations that provide support for individual families struggling with cancer and contribute to the Brewster Relay for Life event, join in the fight against cancer.

YEARBOOK CLUB – Mr. Cassidy

Do you like photography? Do you want to learn about design? The Yearbook Club is open to all grades for students who want to participate in the production of the yearbook. Students will take photographs, help design the yearbook, help promote the book, as well as make decisions about content. Meetings will occur once a week from October to April, depending on deadlines.