

# **RHAM MIDDLE SCHOOL**

## **A Guide to Programs**

**2024-2025**

*A Great Place to Learn!*

## TABLE OF CONTENTS

	Page
Academic Support Programs	30-31
Career and Technical Education	20-21
Co-Curricular Programs	32
Core Values, Beliefs, Skills & Dispositions, Collective Commitments	2-3
Counseling, Support	4
Curriculum Integration	9
Curriculum-7 <sup>th</sup> grade	7
Curriculum-8 <sup>th</sup> grade	8
English Language Arts	10-12
Physical Education/Health & Personal Wellness	24-27
Honor Classes	18
Inquiry Academy	6
Interscholastic Sports	33
Library & Media	31-32
Math	12-15
Music	23-24
RHAM Charter 2022-2023	3
Resources	34-36
Science	16
Social Studies	17
Special Education	28-30
Special Topics	27-28
The Team	5
Unified Arts	20
Visual Arts	21-22
World Languages	18-19



### **RHAM Middle School Core Values and Beliefs about learning**

In **collaboration** with students, staff, families, and community, RHAM provides a **rigorous**, comprehensive education in a **safe and respectful** environment to prepare students to be **actively engaged** in the world.

To this end, RHAM offers diverse instruction promoting student-centered **growth** and individual development.

#### **Skills and Dispositions**

##### **Critical Thinking**

A RHAM graduate will possess the ability to think critically in order to approach a variety of problems through creative inquiry, analysis and higher order thinking.

##### **Communication**

A RHAM graduate will communicate their thoughts, ideas and knowledge, while considering others' viewpoints in an effective and purposeful way.

##### **Motivation**

A RHAM graduate will be self-motivated to set goals and persevere through challenges to achieve these goals.

##### **Collaboration**

A RHAM graduate will effectively contribute when working as a team by sharing their own thoughts, respecting other viewpoints and compromising in order to reach consensus.

##### **Integrity**

A RHAM graduate will demonstrate integrity by being honest, respectful, and empathetic.

### **COLLECTIVE COMMITMENTS**

#### **RHAM Middle School Staff are committed to:**

- Providing challenging, purposeful and relevant curriculum that aligns with current educational standards.
- Utilizing varied and authentic ongoing assessments that reflect the unique learning styles of young adolescents to demonstrate student growth.
- Planning and implementing lessons and assessments that differentiate instruction and actively engage students in the learning process.
- Utilizing and promoting the development of the most current technology available to enhance student learning.
- Fostering a school environment that is inviting, safe, inclusive and supportive of all.
- Actively promoting and maintaining relationships with families, community and outside agencies in the education of our students

- Empowering students with the skills to take responsibility for their own learning and success.
- Providing student-focused integrated experiences that promote lifelong activities, goals and overall wellness.
- Actively participating in innovative professional development to enhance our educational skills and practice.

## **RHAM Middle School Charter**

### **Kind**

- Follow the Golden Rule - Treat others how you would like to be treated
- Help others
- Respect each others differences

### **Positive**

- Encourage others to do their best
- Become the best student you can be
- Compliment one another

### **Focused**

- Stay on task in class
- Be prepared
- Participate meaningfully and respectfully

### **Safe**

- Always look out for others
- Stand up for and support each other
- Respect others personal space, boundaries and privacy

# **COUNSELING and SUPPORT**

## **DEPARTMENT**

The Counseling and Support Services department strives to meet the academic, social, and emotional needs of all students. The department is a collaborative group that regularly works with the teams and participates in all levels of educational services, including Student Data Review Team (SDRT), Team meetings, parent conferences, and Planning and Placement Teams (PPTs). Members of the Counseling and Support Service department include School Counselors, School Psychologists, a Social Worker, and the AHM Youth Counselor. The department is focused on meeting the developmental needs of adolescents through classroom activities, individual and group counseling, and consultation with families, teachers, administration, and outside agencies. Student Success Plans are integrated into the seventh and eighth grade programs through Naviance lessons and tasks in order to address every student's needs and interests and help every student stay connected in school and achieve post secondary educational and career goals. Additionally, transition activities are planned to address the needs of students as they adjust between various school environments. Counselors work to transition elementary school students through The Roadshow, middle school students are introduced to the high school through the 8th Grade Transition and Career Pathways Day, a review of course selections with high school counselors takes place in the spring, and 8th graders participate in the Freshman Orientation Program offered in the summer. For more information about our counseling department please go

<https://sites.google.com/rhamschools.org/middleschoolguidance/home>



## **CREATING SMALL COMMUNITIES FOR LEARNING: THE TEAM**

One of the most important elements of RHAM Middle School is the team structure, which is an organizational pattern that allows a sense of closeness to develop between students and staff. This enhances the intellectual growth, academic achievement and emotional and social maturity of each student.

A team is a group of teachers representing the core academic subjects who share the same students and the same schedule. The team organization provides a smooth and supportive transition for students moving from the largely self-contained atmosphere of the elementary school to the more open and highly departmentalized structure of the High School. Team teachers have the opportunity, through a daily common preparation period, to work together with the needs of their team students in mind.

The RHAM school day is divided into two blocks of time: Core time and non-core time. Core time is dedicated to the basic subjects of Reading, Math, English, Science, and Social Studies (World Language may replace Reading in 8<sup>th</sup> grade). During non-core time, students experience a rotational exploratory program of the Unified Arts, which includes: Health, Personal Wellness, Physical Education, Career and Technical Education, General Music, Art/Digital Design, and World Language; Band and Chorus are elective Unified Arts options for students.

**RHAM**



**Inquiry**  
**Academy**

**Primary Focus:** A program built on the curiosity students have on the how and why of the world they live in: a two year long exploration of ideas and possible careers.

The RHAM Inquiry Academy was designed to provide students with a more individualized education that allows them the opportunity to focus and explore their areas of interest using an integrated multi-disciplinary approach that emphasizes communication, collaboration, creativity and innovation through inquiry, research and problem-based learning. Students will engage in learning activities that encourage

them to explore their interests while meeting the competencies required for promotion to high school.

### **Key Characteristics:**

- Flexible block scheduling to allow co-teaching, student collaboration, and individualized programs (flexible grouping, small research teams and multidisciplinary programs)
- Greater depth of understanding of material through multilevel, multicultural, and multimedia resources
- Students will meet the same curricula competencies through multiple pathways.
- Students will consider real world problems and solutions in the larger community and apply them through the content areas.
- All learning will be applicable and relative to the real world, providing a sense of purpose.

More information and an application for this program can be found on the RHAM Middle School website.

## **Curriculum for Grade 7**

### **GRADE 7**

Within the 8-period school day, all 7<sup>th</sup> grade students take the following subjects:

#### **Core Subjects: Full-year courses (5 periods per day) - required for all students**

- English
- Mathematics
- Science
- Social Studies
- Reading

#### **Required Unified Arts Rotation (2 periods per day)**

- Students are rotated through each subject on a quarterly/semester basis for a total of 6 Unified Arts classes:
- Physical Education 7 (1 semester)
- Health (1 quarter)
- Art or Digital Art (1 quarter) \*Students will have a choice of which elective to take.
- General Music (1 quarter) or Personal Wellness (1 quarter) \*Students will have a choice of which elective to take.
- Computer Science I (1 quarter)
- World Language (French, Spanish, or Latin) – (1 semester)

**Elective Courses: (meets for a full year)**

- Band
- Chorus
- Intervention Lab

**Curriculum for Grade 8**

**GRADE 8**

Within the 8-period school day, all 8th grade students will take the following subjects:

**Core Subjects: (full-year courses - required for all students)**

- English Language Arts
- Mathematics
- Science
- Social Studies
- World Language (French, Spanish, or Latin) or Reading

**Unified Arts rotation (2 periods per day)**

- Students are rotated through each subject on a quarterly/semester basis for a total of 7 Unified Arts classes.



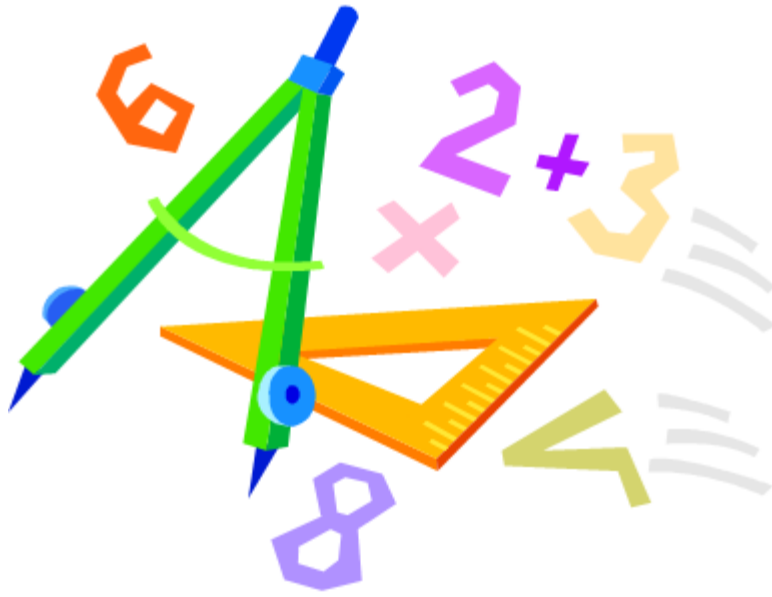
- Physical Education 8 (1 semester)
- Health (1 quarter)
- Personal Wellness (1 quarter)
- Art/Digital Art (1 quarter) or Art Foundations I (1 semester) \*Art Foundations will be a semester course) \*Students will have a choice of which elective to take.
- General Music (1 quarter)
- Production Engineering and Technology or Computer Science II (1 quarter)  
\*\*Students will have a choice of which elective to take.
- Study Hall (1 quarter)

**Elective Courses: (meets for a full year)**

- Band
- Chorus
- Intervention Lab

## **MAKING CONNECTIONS: CURRICULUM INTEGRATION**

While the following course descriptions define each subject's distinct identity, connecting the various content areas around common themes has emerged as a viable way to help RHAM Middle School students find more meaning in the curriculum. Numerous efforts are underway to facilitate these connections. From the correlation of content (teachers from different courses modifying the sequence of their courses so that related topics and issues are taught to students at the same time), to the construction of thematic interdisciplinary units (specific subject matter curriculum is taught through a curriculum of general themes built around real life issues and concerns), our emphasis on interrelationships across the curriculum has created powerful learning opportunities in the classroom. These opportunities help students find relevance in the content and become actively engaged in learning. The culminating activity of an interdisciplinary unit is always designed to help students see and experience the relevance to their own life.



*Course Descriptions (By Department)*

## **ENGLISH LANGUAGE ARTS**

### **ENGLISH**

#### **ENGLISH 7 and READING 7**

The English Language Arts (ELA) program in grade 7 includes two periods of instruction throughout the year and is designed to give students comprehensive holistic instruction in reading, writing, speaking, and research. The curriculum supports student growth in the ability to read and comprehend across multiple subject areas. Students will analyze, interpret, critically evaluate, and learn to apply reading strategies with an interdisciplinary approach. Students will work to improve rhetorical skills by employing the writing process to construct informative, argumentative, and narrative essays. Students are also introduced to the inquiry process during their English 7 experience.

#### **ENGLISH 8**

The 8th grade English Program is an integrated single full-year class covering the full scope of English Language Arts. It is designed to provide students with comprehensive holistic instruction in all facets of the discipline. Students continue to work to develop and refine skills in constructing meaning from a variety of texts. Students will analyze, interpret, critically evaluate, and apply reading strategies in responding to both fiction and non-fiction. Students will employ the writing process to construct informative, argumentative and narrative essays. Students will also continue to build on skills developed in grade 7 through work on research projects.

### **ENGLISH 8 HONORS**

This course offers the opportunity for academically advanced students to receive comprehensive holistic instruction in all facets of English Language Arts at a faster and more rigorous pace. Students will work with more advanced and challenging texts, while also covering standard English 8 texts.

### **READING 8**

Reading 8 is offered to students who have demonstrated the need for additional reading instruction on skills and strategies ahead of their transition to high school. Students enrolled in this class may perform proficiently on major assessments, but have areas of concern based on major assessments, teacher observation, and parent feedback. Performance on major assessments are reviewed prior to student placement in this class (NWEA MAP Reading, SBAC ELA scores in 6th and 7th grade, and classroom performance) Students who opt not to enroll in World Language in 8th grade will be enrolled in this class. The focus will be on disciplinary literacy, exposure to different genres, and literacy and study skills across the disciplines.

### ***Remediation and Support***

### **INTERVENTION READING 7 or 8**

As part of our tier 2 interventions, Intervention Reading is a class for students who have shown need for more intensive reading support through a variety of measures, including but not limited to: NWEA MAP Reading assessment, SBAC English Language Arts section scores, PSAT8, team/teacher observation, or any other reading testing deemed appropriate by the team or English department. This class is for students who experience significant reading challenges and require specific strategies to refine and strengthen foundational reading skills. This is a year-long course. Students will be

evaluated throughout the year, and a recommendation will be made regarding future placements in the Spring of each year.

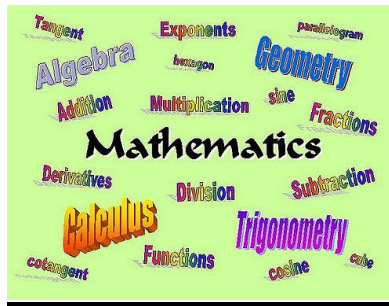
### **ADAPTED READING 7 or 8**

Adapted Reading 7&8 is an intensive reading class for students who score 2 to 4 grade levels below their peers on the NWEA Lexile score, SBAC testing, achievement testing, and other relevant evaluations. Students are scheduled for this course based on the Planning and Placement Team (PPT) recommendation. Areas of focus include phonics instruction, vocabulary development, reading comprehension, and reading fluency. Lexia PowerUp is used for additional practice in the areas of word study, grammar, and comprehension. Multiple assessment tools, along with teacher observation and data collection, are utilized to evaluate progress. Students receive a combination of whole group, small group, and 1-1 instruction to address students' specific needs within this course.

### **Writing Lab Support**

Because we recognize that students may struggle with writing from time to time or have occasional difficulty with particular writing assignments, all students are offered the opportunity to refine writing skills in our writing lab. This lab experience is available during the intervention block each day. The lab instructor offers support on specific assignments while also providing activities to help students build and master key writing skills. Students do not need to enroll in this lab when scheduling classes, but will have this as a resource throughout the year.

## **MATHEMATICS**



7<sup>th</sup> Grade students will take Math 7 or Math 7 Honors. A few students may be selected to take Algebra I in Grade 7 (see Algebra 1 / Math 8 Honors below). Placement is based on a student's progress in Grade 6, a placement test, and NWEA assessment results.

### **MATH 7**

The Seventh grade Mathematics Curriculum is aligned to the Common Core State Standards. Instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Time is spent developing strategies to solve problems using variables. Students will evaluate expressions, write, solve and graph equations and inequalities, and add, subtract, multiply, and divide integers, rational numbers, and variables (with and without a calculator). Students will use proportions and percents, explore geometric concepts, and work probability problems. Manipulatives and hands-on activities will be used when appropriate. Pre-reading, note taking, vocabulary and writing are emphasized as skills to promote understanding.

### **MATH 7 HONORS**

The 7<sup>th</sup> grade Honors Mathematics curriculum (Pre-Algebra) is fast paced, rigorous, aligned with the Common Core State Standards described in the Math 7 description above. In addition, this accelerated course also includes some content from 8<sup>th</sup> grade math, such as more work with exponents and linear equations to represent, analyze, and solve a variety of problems. Some additional concepts of geometry, such as congruence, similarity, transformations, and volume formulas are also introduced. The course includes collaborative projects and labs involving authentic application of concepts. Graphing calculators and other technologies are used to collect and analyze data.

Prerequisites include a high level of proficiency in 6<sup>th</sup> grade math and full understanding of the number system, computation and application of whole numbers, fractions, decimals, and percents. Students are expected to read, take notes, learn vocabulary and write explanations of mathematical reasoning independently. Placement is based on a student's progress in Grade 6, a placement test, and NWEA assessment results.

### **MATHEMATICS 8**

8<sup>th</sup> Grade students will take Math 8, Advanced Math 8, Algebra 1 or Geometry Honors. Placement is based on a student's progress in Grade 7 and a placement test.

### **MATH 8**

The Eighth Grade Mathematics Curriculum is aligned with the Common Core State Standards. The program extends the content of the seventh grade course with heavier emphasis on algebra topics and application of previously learned computational skills. The focus is on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling of data with linear equations, and solving linear equations and systems of linear equations; (2) understanding the concept of a function and using functions to describe and analyze quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

### **ADVANCED MATH 8**

The Advanced Math 8 Curriculum includes all of the Math 8 concepts but covers them at a faster pace and with additional depth. It is aligned with the Common Core State Standards. The material is supplemented with additional work in evaluating expressions, solving more rigorous multi-step equations, and more detailed analyses of linear equations/functions.

As in Seventh Grade, students are expected to pre-read, take notes, learn vocabulary and write explanations of mathematical work.

### **ALGEBRA 1 (MATH 8 HONORS)**

The Grade 8 Algebra 1 course builds upon the concepts of Math 7 Honors. It is a challenging high school course. Emphasis is placed on an algebraic approach to solving authentic problems and associated skills.

*[Note: A few selected students may be invited to take Algebra 1 in Grade 7. Enrollment in Grade 7 requires selection by the Math Coordinator and Principal, as well as successful*

*completion of a specified online summer Pre-Algebra course between the Grade 6 and Grade 7 school years.]*

Topics include analyzing and solving problems involving linear, quadratic, and introductory exponential equations. Linear models are developed to approximate relationships between data and make predictions. Linear, quadratic, and exponential functions are also developed and explored using various representations and tools. The course includes collaborative project work and labs involving authentic application of concepts. Graphing calculators and other technologies are used to collect and analyze data.

Students enrolled in this class are expected to be fully proficient in computation and application of rational numbers, proportion, percent, and geometry from previous courses. They should also be able to solve and apply multi-step equations. Students are expected to read, take notes, learn vocabulary and write explanations of mathematical reasoning independently. Placement is based on a student's progress in Grade 7 and a placement test. *This course will be on the student's high school transcript, with associated high school credit and GPA points awarded based on their final passing grade.*

### **GEOMETRY HONORS**

Prerequisites – Grade of B or better in Algebra I Honors and Teacher Recommendation

In this challenging course, which involves the same curriculum as the high school Geometry Honors course, students will develop reasoning and problem solving skills as they study geometric topics and their applications. These include congruence and similarity, as well as properties of lines, triangles, quadrilaterals, and circles. Students will use inductive reasoning to discover properties of geometry and hone their deductive reasoning skills through the completion of formal geometric proofs. They will also develop problem-solving skills by using length, perimeter, area, circumference, surface area, and volume to solve real-world problems. Placement is based on a student's progress in Algebra 1 in Grade 7. *This course will be on the student's high school transcript, with associated high school credit and GPA points awarded based on their final passing grade.*

### **Math Intervention Lab**

This is a math support class available for students on each team (in addition to their primary math class). It replaces an Intervention Lab or Band/Chorus. Usually no more than 10 students are enrolled in this class at a time. Students are provided additional

opportunities with a math teacher to reinforce their skills and build necessary understanding. This class is held quarterly.

## **SCIENCE**



### **SCIENCE 7**

Science 7 is an active, systematic way of exploring and explaining the world. The 7<sup>th</sup> grade curriculum is designed to develop students' understanding of natural phenomena and their ability to apply experimental procedures to acquire new knowledge. The sequence of units will feature a variety of hands-on activities connecting fundamental concepts with critical thinking, problem-solving and laboratory skills.

Units included at the 7<sup>th</sup> grade level will cover scientific processes, structure and functions of cells and organ systems, basic chemistry, heredity, the passing of genetic information from one generation to another, as well as evolution.

### **SCIENCE 8**

Science 8 is a continuation of the science skills built in 7th grade. The 8th grade curricula are designed to develop students' understanding of natural phenomena and their ability



to apply experimental procedures to acquire new knowledge. The sequence of units will feature a variety of hands-on activities connecting fundamental concepts with critical thinking, problem-solving and laboratory skills.

Areas of investigation at the 8<sup>th</sup> grade level will cover scientific processes and measurements, forces and the laws of motion, energy and energy transformations, structure of the earth, how earth and life change over time, and earth's place in the universe. Students will apply concepts learned to discuss climate change and natural disasters. Current topics in science and technology in society will be integrated into all units.

## **SOCIAL STUDIES**



### **SOCIAL STUDIES 7**

**World Geography** is a full year course that examines the interrelationship between physical and human geography. This course encourages students to explore the ways historical and current events have impacted both human populations including interaction amongst different groups, cultural diffusion, patterns of movement and their role in shaping the environment. Students will employ geographic methods to analyze various environmental occurrences and their impact on social, economic and political institutions throughout various world regions over the course of history. Students taking this course will utilize a myriad of historical thinking and reasoning skills, including but not limited to, demonstrating an understanding of their content knowledge and reading comprehension, analyzing written and visual information, citing textual evidence to support their ideas and their ability to use research to build knowledge and presenting ideas clearly. Causation, comparisons, communication and continuity and change will be examined.

### **SOCIAL STUDIES 8**

**Early American History** is a full-year, survey course that examines the history of the United States from the creation of the Jamestown colony through the administration of Thomas Jefferson. The course focuses on five broad topics relating to American history, the development of a democratic government, economic decisions, the impact of new inventions, and the relationship of the U.S. to other countries during this time as well as what life was like for ordinary citizens. Students will be asked to apply critical thinking skills and historical knowledge to crucial decisions and significant issues that affected Americans in order to understand the present through the eyes of the past. Students taking this course will utilize a myriad of historical thinking and reasoning skills, including demonstrating an understanding of their content knowledge and reading comprehension, analyzing written and visual information, citing textual evidence to support their ideas and their ability to use research to build knowledge and presenting ideas clearly. Causation, comparisons, communication and continuity and change will be examined.

## HONORS CLASSES

All classes are planned and taught to maximize student learning. We hold all students to high standards and believe that all children can achieve. Enrichment activities are part of every course and class. Honors classes in English, Language Arts and Mathematics, appropriate for a selected number of students, are more rigorous and fast paced and require significantly more independent work.

## WORLD LANGUAGES



The World Language department offers French and Spanish (modern languages) and Latin (classical language). Knowledge of another language encourages an appreciation for cultural diversity. The modern languages emphasize proficiency in speaking, listening, writing and reading. The emphasis in Latin is grammar, translation, classical literature,

and culture. Students who successfully complete the 7<sup>th</sup> and 8<sup>th</sup> grade program at the Middle School proceed to second year language study at the High School.

### **FRENCH 7 and SPANISH 7**

This course is an introduction to the language and culture of Hispanic and Francophone countries. Students are introduced to the sound structure of the language, the present tense of some verbs and learn basic vocabulary to describe themselves. Speaking and listening skills are emphasized with some beginning writing required. *Students must finish the year with a 70% (C-) to advance to French 8 and Spanish 8.*

### **LATIN 7**

Latin 7 is an introductory course designed to prepare students for Latin 8. Students are introduced to the basic elements of Latin and the world of the ancient Romans. Emphasis is on reading and translating Latin with a continuous story, which focuses on family in Pompeii and introduces Roman ideas and customs. Students learn vocabulary, grammar and word order. *Students must finish the year with a 70% (C-) to advance to Latin 8.*

### **FRENCH 8 and SPANISH 8**

This full year course is a continuation of the 7<sup>th</sup> grade curriculum. The vocabulary and grammatical structures taught continue the development of speaking, listening, writing and reading skills. Some of the topics included are school, sports and leisure time activities, food, family and time. Hispanic cultures continue to be highlighted. *This course will be on the student's high school transcript, with associated high school credit and GPA points awarded based on their final passing grade. Students must finish the year with a 70% (C-) to advance to French 2 and Spanish 2.*

### **LATIN 8**

Latin 8 is an introduction to the world of the ancient Romans through the reading of Latin stories starting with a family in Pompeii and then moving to other parts of the Roman Empire. The student will be expected to read and translate those Latin stories, to master the essential grammar points and forms of nouns, verbs, adjectives, declensions, and conjugations introduced in the course, memorize basic Latin vocabulary, and translate simple English sentences into Latin. The student will also acquire a basic knowledge of the customs, daily activities, education, recreation, government and religions of the ancient Romans. Also included in the course will be the discussion of English derivatives from Latin and a comparison of Latin and English grammar. *This course will be on the student's high school transcript, with associated high school credit and GPA points awarded based on their final passing grade. Students must finish the year with a 70% (C-) to advance to Latin*

# **UNIFIED ARTS**

**7<sup>TH</sup> grade** Unified Arts is an Introductory exploratory program introducing the fundamentals of Art/Digital Art, General Music, Career and Technical Education, Personal Wellness, Physical Education and Health. These courses are taken in a required quarterly rotation for two periods during the school day. Each of these courses meets for 45 days (one quarter), with the exception of Physical Education, which meets for two quarters. Band and Chorus are full year elective options.

**8<sup>th</sup> grade** Unified Arts is a more advanced exploratory program in Art/Digital Art, Art Foundations I, General Music, Career and Technology Education, Personal Wellness, Physical Education and Health. These courses are also taken in a required quarterly rotation for two periods during the school day. Each of these courses meets for 45 days (one quarter), with the exception of Physical Education and Art Foundations I (a High School course), which meets for two quarters. Band and Chorus are full year elective options.

## **CAREER AND TECHNICAL EDUCATION**

### **COMPUTER SCIENCE I (Grade 7)**

In the ever-changing world of technology it is important for students to understand the essential components of computers. Computers and supportive technology play a crucial role in high school, life, and career preparation. Understanding the basic elements and foundational skills in utilizing computers will provide students with the skills and knowledge needed for future success. In Grade 7 Computer Science students will be introduced to the principles of computer science through introductory coding exercises, Python software, Robotics based projects in order to learn fundamental programming skills and standards while developing problem-solving and critical thinking skills.

### **COMPUTER SCIENCE II (Grade 8)**

Enhancing student skills is essential to growth in the ever-changing world of technology. With a foundation of Computer Science principles from 7th grade and experience with personal and home devices, students should be provided the opportunity to advance their computer science skills. This course will allow students to deepen their understanding with project based learning and computer science principles. Students will explore learning opportunities by applying principles of computer science through coding in order

to expand their programming skill sets while applying standards and developing problem-solving and critical thinking skills.

### **PRODUCTION ENGINEERING and TECHNOLOGY 8**

In this course, students will have the opportunity to explore applying principles of production engineering through the engineering design process, CNC machining, 3D Printing, laser engraving, and injection molding, and career exploration in order to learn fundamental skills and standards while developing problem-solving and critical thinking skills.

## **VISUAL ARTS**



### **ART 7**

Art 7 is an exploratory course that will introduce students to the visual world by using a variety of materials to understand and demonstrate the elements and principles of art and design. This course will focus on the application of the elements of art and principles of design, working with a variety of different materials and techniques, and aesthetic appreciation. Students who excel in Art 7 will be encouraged to take Art Foundations I, for high school credit, in 8th grade.

### **DIGITAL ART 7**

Digital Art 7 focuses on combining traditional art practices with technology. Students will be introduced to professional-level software. In addition, students will learn traditional

media techniques and how they can be applied digitally. This course will focus on the application of the elements of art and principles of design, working with a variety of different materials and techniques with digital processes, and aesthetic appreciation. Students who excel in Digital Art 7 will be encouraged to take Art Foundations I, for high school credit, in 8th grade.

### **ART 8**

Art 8 will build on the foundations covered in Art 7. This course will further explore the application of the elements of art and principles of design, color theory, media exploration, and aesthetic appreciation. Students will identify and create non-objective, abstract, and representational subject matter.

### **DIGITAL ART 8**

Digital Art 8 will build on the foundations covered in Digital Art 7. Students will continue to use professional-level software, and build on previous knowledge and techniques. In addition, students will further explore traditional media techniques and how they can be applied digitally. This course will focus on the application of the elements of art and principles of design, working with a variety of different materials and techniques with digital processes, and aesthetic appreciation.

### **ART FOUNDATIONS I (elective)**

Art Foundations I is a high-school level course designed to give students a background in the fundamentals of art in preparation for advanced art courses. This is a semester (2 quarter) class. The focus of this class will be on the application of the Elements of Art and the Principles of Design, working with a variety of different materials and techniques, and aesthetic appreciation. Students attaining a C or better in Art Foundations I are eligible to take Art Foundations II and Photography I at the high school. *This course will be on the student's high school transcript, with associated high school credit and GPA points awarded based on their final passing grade.*

## **MUSIC**



---

### **GENERAL MUSIC 7**

General Music 7 covers the basic elements rhythm, meter, texture and form. Students learn to read and write musical notation as well as basic keyboard skills and composition. Using Noteflight and Soundtrap software, students compose and perform rhythmic and melodic pieces. Students explore a wide range of musical examples, thinking about and discussing effective performance practices to apply to personal compositions.

### **GENERAL MUSIC 8**

General Music 8 further develops keyboard and composition skills, using Noteflight music notation software. Students learn to write question and answer phrases along with composition techniques needed to write an ABA song with chordal accompaniment. Students learn and use relevant music vocabulary when responding to music. Students will demonstrate understanding of vocabulary, form and texture through a final project with options such as: Research music from a decade and present findings to the class; Compose a song in the style of a particular genre; Analyze a song in-depth and present to class.

### **CHORUS**

Students who wish to participate in Chorus need no prerequisite. Students will learn to read music, sing a variety of genres, and learn performance techniques. Chorus performs three concerts per year, with opportunities for student solos or small group performances as well. Students who wish to further their choral opportunities may participate after school in our group voice lesson club, Footnotes Club!

### **BAND**

Students who elect to be in Band must play a band instrument. Anyone who wishes to try a different instrument or who has not been in a band before should contact Ms. Wilson. Students learn advanced rhythms, scales, meters, sound production and part independence. Band presents three concerts per school year and marches in Memorial Day parades with opportunities for student solos or small group performances as well. Students may audition to perform with the Middle School Jazz Band, Eastern Region Middle School Music Festival, Nomination Band, or other chamber ensembles which rehearse after school.

### **APPLIED GENERAL MUSIC**

This course is designed for students whose needs preclude participation in regularly scheduled music classes. A program is designed to meet the needs of each student to give more individualized instruction, increase one-on-one time and facilitate peer interaction.

### **APPLIED PEER HELPERS**

Students enrolled in this class will be music education peer coaches with students that have developmental disabilities. Students will work one-on-one with disabled students in a variety of media sharing their own knowledge and experience in the arts. Students will also be expected to complete research and reflection components related to working with disabled students in the arts.

## **PHYSICAL EDUCATION, HEALTH AND PERSONAL WELLNESS**



The 7<sup>th</sup> and 8<sup>th</sup> grade physical education, health and personal wellness classes are designed to encourage students to live healthy, physically active lives. Students will engage in activities that will emphasize proper decision making, understanding emotions, building empathy, effective skill/ team building, and the benefits of living a healthy lifestyle. The Middle School Physical Education program places emphasis on sportsmanship, respect for others, teamwork, and life-long fitness. Students will be assessed through their fitness, growth, effort, attitude, participation and skill in class.

### **PHYSICAL EDUCATION 7**



Grade 7 Physical Education is a semester course. Students will explore movement in individual activities, team/cooperative activities, recreational and lifetime fitness activities. Typical units of study include lacrosse, soccer, flag football, disc golf, ultimate frisbee, track, softball, tennis, field hockey, basketball, badminton, floor hockey, scooter activities, handball, speedball, volleyball, fitness and recreational games. Specific emphasis will be on team building activities and skill development. Students will be pretested and will practice for the Connecticut Physical Fitness Assessment.

### **PHYSICAL EDUCATION 8**

Grade 8 Physical Education is a semester course. Students will explore movement in team building/cooperative activities, individual games, team sports, recreational and lifetime fitness activities. Typical units of study include lacrosse, soccer, flag football, disc golf, ultimate frisbee, track, softball, tennis, field hockey, basketball, badminton, floor hockey, scooter activities, handball, speedball, volleyball, fitness and recreational games. Specific emphasis will be placed on fitness in preparation for the Connecticut Physical Fitness Assessment. Students will learn to apply complex strategies to activities and games.

### **Physical Education Adaptive - Peer Coaching**

Adaptive Physical Education is a semester-long course designed for students with a wide range of disabilities and needs. Emphasis is placed on giving these students opportunities to be successful in a movement setting and improve in skill and movement development. Since individual needs and growth are the focus, peer helpers are paramount in assisting Adaptive PE students. An ideal Adaptive Physical Education student to peer helper ratio is one to one. Peer helpers exhibit patience, responsibility, kindness, helpfulness, and are driven towards helping the Adaptive PE student succeed and grow, within and outside of Physical Education. Peer helpers are expected to assist the Physical Educator in any way, help facilitate activities, help with individual skill work, and assist in assessments. Students are specifically selected by the physical education teachers to be Adaptive Physical Education helpers. Students who have been selected are individuals who have demonstrated excellence throughout 7<sup>th</sup> grade PE as well as academic success in other areas.

### **HEALTH AND PERSONAL WELLNESS**

Grade 7 and 8 Health is a one quarter course that focuses on leading students to a balance of physical, mental/emotional and social well-being. Particular emphasis is given to reduce at-risk behavior and build skills for lifelong wellness.

Grade 7 and 8 Personal Wellness is a one quarter course that also focuses on leading students of physical, mental/emotional and social well-being. Specific emphasis is given to the social/emotional wellbeing of the individual, nutrition for wellness, child development and financial wellness.

### **HEALTH 7**

Grade 7 Health includes the skills of: Decision making, goal setting, and accessing valid and reliable information. Areas of content that are covered consist of the following: mental/emotional health, substance abuse prevention, human growth/development, and disease prevention, including HIV/AIDS. State mandated topics include substance abuse and HIV/AIDS education.

### **HEALTH 8**

Grade 8 Health includes skills in: Accessing valid and reliable information, advocacy, decision making, and analyzing influences. Topics covered in Health 8 include: personal/community health and consumer choice, substance abuse and addiction, mental and emotional, relationships and resolving conflicts, and HIV/AIDS education and disease prevention. State mandated topics include substance abuse and HIV/AIDS education. Thorough study in the areas of substance abuse and addiction is explored. Emphasis is placed on analyzing internal and external influences on wellness and the impact of at-risk behaviors on the individual, family/friends and society.

### **PERSONAL WELLNESS 7**

Grade 7 Personal Wellness includes skills for skills-based learning: Decision-making, Goal setting, Interpersonal communication, and Accessing valid information. These skills will tie into topics in nutrition for growth, time management, food preparation, responding to emergencies, family dynamics, social/emotional learning and empathy building, and disability awareness.

### **PERSONAL WELLNESS 8**

Grade 8 Personal Wellness includes skills for skills based learning which are analyzing influences, advocacy, interpersonal communication, and self-management. These skills will tie into the topics of nutrition for movement and performance, food preparation, disordered eating, healthy and unhealthy relationships, childcare and development, social/emotional learning, and financial wellness.



## **SPECIAL TOPICS: GRADES 7 AND 8**

**Advisory:** A young person entering middle school for the first time needs to feel a sense of belonging, and must be able to form bonds with teachers and classmates to provide a foundation of trust during these developmental years. Small advisories have been created as a means of forming bridges between students and staff to allow for that trust to develop and be fostered. Advisory also reflects the elements of the Student Success Plan initiative being implemented throughout the state. On a quarterly basis students participate in a goal setting session, a one-on-one grade review with their advisor, and as well as a personal review of previous goals. Through these activities students develop ownership and accountability for both their successes and struggles. Advisories also participate in several group building activities throughout the year, as well as contribute to activities that support charitable organizations locally and throughout the region.

**Good Study Habits:** Promoting and practicing good study habits are important to the middle school student who may be facing, for the first time, an academic agenda of seven (7) subjects. We reinforce these habits in every class, at every opportunity. We encourage parents to do this at home, as well.

**Health:** Promoting good health principles and practices is an important part of our mission as a school. It is also a mandate of the State Dept. of Education. Programs exist at each grade level and include emphasis on such areas as human growth and development, sexuality, substance abuse and prevention, mental and emotional health, personal and community health, first aid, STDs and AIDS prevention, decision making, and relationship and conflict resolution.

# SPECIAL EDUCATION

The RHAM Special Education Department develops, implements, reviews, and maintains an Individualized Education Program (IEP) for each student requiring special education and related services. Special education students are educated in the least restrictive environment, with their non-disabled peers, to the greatest extent possible.

At RHAM, each student who has an IEP is assigned a Special Education case manager. This case manager works very closely with each student's teachers to make sure that IEP programming is being implemented and accommodations and modifications are being provided. Case managers also offer support to teachers if, and when, it is needed. In addition, they maintain consistent communication with parents of their caseload students.

There are a variety of classes, programs, and support options available to students who have access to special education services at RHAM:

- **Collaboratively-Taught Classes-** A co-taught class is a mainstream class consisting of two teachers, the general education content area teacher and a special education support teacher working together to provide educational content and support to all students in the classroom. Co-taught classes allow special education teachers/case managers the opportunity to directly and individually support students with IEPs. The classes move at the same pace as the non co-taught classes, which means that students enrolled in co-taught classes, whether they have an IEP or not, have the advantage of having two knowledgeable teachers in the classroom. Co-taught classes may be available in the subjects of math, English, science, and social studies based on student need, and PPT decision.

- **Adapted Classes-** Adapted classes are small group, special education classes that offer modified, intensive, and specialized instruction based on identified students' specific needs in the areas of Reading, English, Math and Physical Education.

- **Study Skills-** Study Skills is a time when students can check their agendas for accuracy, work on organizational skills, utilize extended time to finish up tests and quizzes, obtain extra help, learn helpful study strategies, review for upcoming tests and quizzes, complete homework and/or work on skills related to IEP goals and objectives. The Study Skills teacher is often the special education teacher on the team, and is therefore the co-teacher in most of the core classes. This is extremely helpful for the study skills class, as it enables the teacher to offer more comprehensive support. The teacher observes firsthand the concepts and skills students are struggling with and is then able to address

them. Study Skills is a pass/fail graded class. Students are graded on their daily preparedness, participation, productivity, and cooperation during class time.

### **STEP PROGRAM** **(Striving Toward Educational Progress)**

The STEP program is offered to students who struggle with emotional and/or behavioral regulation and who require additional support throughout the school day in order to help them initiate and maintain their daily focus on academics, while also providing tiered emotional/behavioral support they may need to be successful in the educational environment. The STEP team, which consists of a Special Education teacher, paraprofessional(s), a counseling provider, a School Counselor, and a consulting BCBA collaborates with team teachers in order to support and help students be more successful in the general education classroom setting. There is also a high-level of communication between home and school. Participation in the STEP program is determined through the PPT process.

### **REACH PROGRAM**

REACH is a supported learning environment that is committed to providing a small group, special education environment for students with more significant disabilities and needs. Research and evidence-based practices are used to support learning and daily living skills. Through academic, physical, social and behavioral interventions, students with a range of developmental and physical disabilities receive individualized modifications and multiple supports to enhance the quality of their school day, to aid them in developing their strengths, and to help them minimize the impact of their developmental or physical challenges. There is also a high-level of communication between home and school. Participation in the REACH program is determined through the PPT process.

### **SCHOOL RESILIENCE PROGRAM**

The School Resilience Program is a smaller, supportive learning environment for students who experience school-related anxiety, which results in difficulty with school attendance. Students are supported through an individualized program, which includes both academic and emotional support as they work to identify and apply self-management skills for learning in the school setting. Clinical supports include a cognitive behavior therapy approach designed specifically to meet individual student needs. The Resilience program team consists of a Special Education teacher, paraprofessional(s), a licensed clinical Social Worker, and a consulting BCBA. The goal is to support students so that they can gradually resume a full day schedule in their least restrictive environment. Students in grades seven through twelve with an active IEP or 504 plan are eligible for a referral to the program through the PPT or 504 process.

**Related Services-** Related services are provided to students who require additional support in order to achieve the goals and objectives outlined in their IEP. Related services include the following: Speech services, individual and/or group counseling with a School Psychologist, Social Worker, or School Counselor, Physical Therapy, Occupational Therapy, Nursing services, and work with other outside consultants, such as a Behavioral Analyst or Audiologist, if required.

## **ACADEMIC SUPPORT PROGRAMS**

Courses and ancillary services are offered to students in several major areas: Title I, Special Education, supplementary instruction, speech/language therapy, psychological services, guidance, and library/media services. Some of these support programs include:

- Intervention Lab – All students not involved in Band or Chorus are enrolled in an Academic Lab. The purpose of this class is to provide students time to work on homework also the opportunity to receive additional help with assignments.
- Math Intervention Lab - Selected students may be assigned to a designated Math Intervention Lab during the intervention period to obtain additional support from a math teacher.
- Math Lab (after school) – A drop-in after school support class for students needing additional help with their math (any level). It meets twice a week for both 7<sup>th</sup> and 8<sup>th</sup> graders.
- Writing Lab (after school) - Offered once a week for assistance on writing assignments and projects. Only five students are usually permitted each week as one-on-one help is provided.
- P.M. Study (after school) – Offered two to three days a week for students who need a quiet place to complete their homework. This is a supervised quiet study time where students work independently on nightly homework.

## **LIBRARY AND MEDIA SERVICES**



## RHAM Middle School Learning Commons

The Library Media Center, or RHAM Learning Commons, serves as the hub for the entire school for both students and faculty. The book collection, which has grown to over 18,000 books, has been chosen with the student and the curriculum in mind for both classroom work and leisure reading. The library hosts many periodicals and reference books through the [Learning Commons website](#) and Connecticut's Digital Library, [www.researchITCT.org](http://www.researchITCT.org) for use in research projects. The library provides many technology based resources for student use and include 3D printing, vinyl cutting, a podcast studio, desktop computers, a printer, and much more. There is also a collaboration room equipped with whiteboards and a large digital display for viewing content.

The Learning Commons/Library Media Center is open from 7:00 a.m. until 3:00 p.m. Monday through Thursday and 7:00 a.m. until 2:10 p.m. on Friday. Students may use the library after school for any constructive task such as doing homework, research, choosing a book, or using the makerspace equipment. During the school day, students may come to the library with individual passes or with an entire class. They may also come during Advisory with permission of their teacher. Destiny, our online catalog, and other helpful websites can be accessed from the [Learning Commons page](#) on the school's website.

### **CO-CURRICULAR PROGRAMS**

Our mission as a school focuses on the needs of the whole child. Included in this is his/her social, emotional, creative and physical well-being. Helping to foster development in these areas, RHAM offers students an extensive co-curricular program. This includes a variety of club activities, as well as interscholastic and intramural athletics.

These programs are usually scheduled in the after school hours beginning at 2:15 p.m. and are typically scheduled on Monday through Thursday afternoons when late bus

transportation is available. Every student is encouraged to get involved with at least one of these activities.

A list of some of these programs follows:

Math Club

TSA (Technology Student Association/ VEX Robotics)

Yearbook Club

Ski Club

Drama Club

Environment Club

Family, Career, and Community Leaders of America

Future Problem Solvers

Alternative Energy Race Team

Literary Magazine

Lego League

RALLY

## **Interscholastic sports offered at** **RHAM Middle School:**

- **Fall sports:** Boys' Soccer, Girls' Soccer, Boy's and Girl's Cross Country
- **Winter sports:** Girls' Basketball, Boys' Basketball, Wrestling
- **Winter activity:** Cheerleading
- **Spring sports:** Boy's Baseball, Girls' Softball, Boy's and Girl's Track & Field





## **RHAM MIDDLE SCHOOL RESOURCES**

25 RHAM Road  
Hebron, CT 06248

PH: (860) 228-9423 FAX: (860) 228-5316  
[www.rms.rhamschools.org](http://www.rms.rhamschools.org)

Michael J. Seroussi, Ph.D., Principal  
Email: [Michael.Seroussi@rhamschools.org](mailto:Michael.Seroussi@rhamschools.org)

Carri-Ann Bell, Assistant Principal  
Email: [Carri-ann.Bell@rhamschools.org](mailto:Carri-ann.Bell@rhamschools.org)

Jasmine Morton, School Counselor  
Email: [Jasmine.Morton@rhamschools.org](mailto:Jasmine.Morton@rhamschools.org)

Alicia.Gove, School Counselor

Email: [Alicia.Gove@rhamschools.org](mailto:Alicia.Gove@rhamschools.org)

Kristiana Chockey, School Counselor  
Email: [Kristiana.Chockey@rhamschools.org](mailto:Kristiana.Chockey@rhamschools.org)

Holly Bebyn, School Psychologist  
Email: [Holly.Bebyn@rhamschools.org](mailto:Holly.Bebyn@rhamschools.org)

Deirdre Dandan, School Social Worker  
Email: [Deirdre.Crowley@rhamschools.org](mailto:Deirdre.Crowley@rhamschools.org)

Lucy Bernier, R.N., School Nurse  
Email: [Lucy.Bernier@rhamschools.org](mailto:Lucy.Bernier@rhamschools.org)

## **Central Office:**

Colin McNamara Superintendent  
(860) 228-2115  
Email: [Colin.McNamara@rhamschools.org](mailto:Colin.McNamara@rhamschools.org)

Christine Hartwig, Director of Special Education and Pupil Services  
(860) 228-9474  
Email: [Christine.Hartwig@rhamschools.org](mailto:Christine.Hartwig@rhamschools.org)

Kristen Brewer, Pupil Services Supervisor  
(860) 228-9474  
Email: [Kristen.Brewer@rhamschools.org](mailto:Kristen.Brewer@rhamschools.org)

Andover Town Hall (860) 742-7305

Hebron Town Hall (860) 228-5971

Marlborough Town Hall (860) 295-6204

AHM Youth Services (Andover, Hebron, Marlborough)	(860) 228-9488
Andover Recreation Department	(860) 742-7305
Hebron Recreation Department	(860) 228-9571
Marlborough Recreation Department	(860) 295-6203
RHAM H.S./Continuing (Adult) Ed.	(860) 228-9474
Andover Public Library (Andover)	(860) 742-7428
Douglas Library (Hebron)	(860) 228-9312
Richmond Memorial Library (Marl.)	(860) 295-6210

## **BOE Members**

To email entire BOE: [RHAMBOE@rhamschools.org](mailto:RHAMBOE@rhamschools.org)

**Mike Morris - Chairperson (Hebron)**

[mike.morris@boe.rhamschools.org](mailto:mike.morris@boe.rhamschools.org) - Term ends 11/30/23

**Susan Stolfi Vice Chairperson - (Marlborough)**

[susan.stolfi@boe.rhamschools.org](mailto:susan.stolfi@boe.rhamschools.org) - Term ends 11/30/23

**Joe Colletti - Treasurer- (Hebron)**

[joe.colletti@boe.rhamschools.org](mailto:joe.colletti@boe.rhamschools.org) - Term ends 11/30/25

**Michael Charron - Secretary - Hebron**

[michael.charron@boe.rhamschools.org](mailto:michael.charron@boe.rhamschools.org) -Term ends 11/30/25

**Mary Cochefski - (Marlborough)**

[mary.cochefski@boe.rhamschools.org](mailto:mary.cochefski@boe.rhamschools.org) - Term ends 11/30/23

**Joe Colletti - (Hebron)**

[joe.colletti@boe.rhamschools.org](mailto:joe.colletti@boe.rhamschools.org) -Term ends 11/30/25

**Kristen Erlandsen - (Andover)**

[kristen.erlandsen@boe.rhamschools.org](mailto:kristen.erlandsen@boe.rhamschools.org) - Term ends 11/30/23

Carey Fraulino -( Marlborough)

[carey.fraulino@boe.rhamschools.org](mailto:carey.fraulino@boe.rhamschools.org) -Term ends 11/30/25

Gabriel Marques - (Hebron)

[gabriel.marques@boe.rhamschools.org](mailto:gabriel.marques@boe.rhamschools.org) -Term ends 11/30/25

Eric Shevchenko - (Andover)

[eric.shevchenko@boe.rhamschools.org](mailto:eric.shevchenko@boe.rhamschools.org) - Term ends 06/01/2023

Heather Summerer (Hebron)

[heather.summerer@boe.rhamschools.org](mailto:heather.summerer@boe.rhamschools.org) - Term ends 11/30/23

Ava Roulier - Student Representative

Rowan Akerlind - Student Representative