

North Salem Middle School



Curriculum Guide for Grades 6,7,8 2016-2017

Updated
April, 2016

MISSION AND BELIEFS

Engage students to continuously learn, question, define and solve problems through critical and creative thinking.

In pursuit of this, we believe that:

- All students are capable of learning
- All students are supported and challenged to continuously improve
- Academic, intra and interpersonal skills are essential for success
- The learning environment must be safe, ethical and respectful
- Everyone in the community shares responsibility for student development
- We must continue to hire and retain staff of the highest quality
- Collaboration, data and evidence guide decision-making.

NORTH SALEM MIDDLE SCHOOL

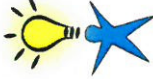

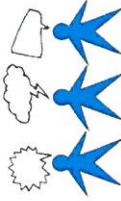


PHILOSOPHY

North Salem Middle School is committed to providing a high performing, standards-focused middle level program that successfully balances the intellectual development and academic achievement of all students and the personal and social development of each student.

NORTH SALEM CENTRAL SCHOOL DISTRICT

Profile of a North Salem Graduate as a Problem Solver

North Salem graduates are continuously improving learners who question, define and solve problems through critical and creative thinking. The graduate aspires to be a -

<p>Critical and Creative Thinker</p> 	<ul style="list-style-type: none"> • Selects and uses creative, divergent thinking strategies to generate multiple ideas, gather a variety of resources, consider multiple perspectives for solving problems • Employs critical, convergent thinking strategies to analyze, synthesize, validate, evaluate and select among multiple ideas, resources, perspectives, solutions • Links creative and critical thinking in a process for developing, evaluating and solving a problem in a timely manner
<p>Collaborator</p> 	<ul style="list-style-type: none"> • Works interdependently within a group to promote learning, increase productivity and achieve common goals • Seeks and utilizes assistance and feedback from others to adapt idea • Helps the group persist in accomplishing tasks • Listens to, shares and respects divergent thinking and cultural diversity to engage in thoughtful discussion leading to a solution • Supports collaboration by initiating ideas, conducting research, evaluating resources • Performs and shares various roles in group work
<p>Communicator</p> 	<ul style="list-style-type: none"> • Advances understanding through active listening strategies • Incorporates effective writing skills for a variety of purposes and audiences • Acquires and broadens knowledge and experience through reading and viewing • Employs effective public speaking strategies suited to the topic, audience and purpose • Expresses concepts and emotions to a variety of audiences using processes in the visual and performing arts
<p>Citizen</p> 	<ul style="list-style-type: none"> • Exhibits and supports honest and ethical behavior • Shows empathy, compassion and respect for individuals and cultures on local, national and international levels • Applies concepts of government and historical context to balance personal freedom with the needs of the larger group • Uses personal financial responsibility to help shape and support self and the greater community • Actively engages in school and community in a way that respectfully addresses the needs of groups and individuals • Promotes environmental stewardship by committing to the conservation of Earth's resources leading to a sustainable future
<p>Continuously Improving Learner</p> 	<ul style="list-style-type: none"> • Masters concepts and process skills in and among the disciplines of English, math, social studies, world language, science, physical fitness and the arts to improve self and others • Utilizes self-reflective skills needed to describe, explain and evaluate thinking in order to set and carry out goals to improve learning and problem solving • Exercises Habits of Mind to support continuous learning to meet personal and academic goals • Engages in healthy and positive practices and relationships to promote good physical and mental health • Adds value to self and others with digital learning strategies

CURRICULUM REQUIREMENTS

A. Social Studies

Grade 6

- Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.
- Students will experience continued emphasis on skill development including Common Core Reading and Writing, critical and creative thinking, problem solving, reading comprehension, map reading and research techniques.
- There will be opportunities for research projects emphasizing a multi-disciplinary approach and presentations culminating in live learning events. Past examples have included the Halloween Historical Contest, Past to Present Exhibit and Disabilities Awareness workshop.

Grade 7

- Units of study include Colonial Era through the Civil War Era. The history of New York State will be discussed when appropriate
- Emphasis on a multi-disciplinary approach to American History to promote an ability to interpret and analyze data in various formats and to separate fact from opinion and propaganda
- Develop an understanding of American democracy in a chronological approach
Areas of focus include geography, history, politics, social problems and economics
- Value the principles and ideals of a democratic system based upon the premises of human dignity, liberty, justice and equality
- Participate as informed citizens in the political and economic systems of the United States
- Continued emphasis on skill development including Common Core Reading and Writing, critical and creative thinking, problem solving, making inferences, drawing conclusions, making value judgments, map reading and research techniques
- Celebrate our American heritage through interdisciplinary activities including a trip to Plymouth and Boston, Massachusetts

Grade 8

- Continued chronological study of American and New York State history started in grade 7. The history of Canada and Mexico will be discussed when appropriate in order to provide students a model for the global studies they will have in grades 9 and 10.

- Units of study to emphasize history, geography, politics, social problems and economics.
- Current events to interpret the foundations of our government and continue the development of an understanding and appreciation of American democracy.
- Continued emphasis on skill development including Common Core Reading and Writing, critical and creative thinking, problem solving, making inferences, drawing conclusions, making value judgments. map reading and research techniques.
- Interdisciplinary (English/Social Studies) literature correlating to eras of history studied, e.g., Pre-Civil War: *The Adventures of Tom Sawyer*; The Great Depression: *To Kill a Mockingbird*; Civil Rights Era: *The Secret Life of Bees*.
- Celebrate our American heritage through interdisciplinary activities including the spring trip to Washington, D. C.

B. English

Grade 6

- An integrated language arts program utilizing a variety of literature to develop an understanding of plot, setting, conflict, characters, theme and meanings beyond the literal level
- Emphasis on critical stance writing prompts in which students develop analytical skills
- Application of different critical and creative thinking strategies (brainstorming, free writing and Semantic Mapping) in developing organization in writing stories, paragraphs, book reviews and essays
- Opportunities for a variety of writing activities including responses to literature, journal entries of personal reactions to an experience or event, in-class "writing to a prompt," persuasive and descriptive paragraphs, summaries and reports
- Instructional practices guided by Common Core Standards for reading, writing and speaking
- Interdisciplinary units in both the language arts and social studies curriculum including literature, oral reports, and written assignments in which students share their writing in group discussions, working both with partners and in small cooperative groups

Assessment: Grade 6 New York State Assessment.

Grade 7

- Continued development of written language skills with guided practice in process writing, "writing to a prompt," and writing to persuade, entertain, or inform

- Focus on oral language skills through informal presentations, in-class response and discussion, improvisation, and formal speeches.
- Instructional practices guided by Common Core Standards for reading, writing and speaking
- Interdisciplinary units and Problem Solving Tasks in both the language arts and social studies curriculum including literature, oral reports, and written assignments in which students share their writing in group discussions, working both with partners and in small cooperative groups

Assessment: Grade 7 New York State Assessment.

Grade 8

- Promote literary appreciation and understanding of various genres such as short stories, novels, essays, poetry, and drama.
- Emphasize interdisciplinary reading, especially historical fiction and non-fiction to promote literary response and expression.
- Continue development of written language skills with guided practice in writing to a prompt, comparing paired readings and listening passages, and writing to persuade, entertain, or inform.
- Master research skills including note taking, outlining, using quotations, citing sources according to MLA standards as elements of a research-based project.
- Focus on oral language skills through in-class response and discussion and formal poetry readings, and class presentations.
- Instructional practices guided by Common Core Standards for reading, writing and speaking
- Interdisciplinary units and Problem Solving Tasks in both the language arts and social studies curriculum including literature, oral reports, and written assignments in which students share their writing in group discussions, working both with partners and in small cooperative groups

Assessment: Grade 8 New York State Assessment

C. **Mathematics**

CRITERIA FOR ADMISSION TO ACCELERATED COURSES

To enroll in the Accelerated Middle School math course in Grade 8 (Common Core Algebra), students must qualify by earning a minimum of 6 out of 10 points according to the rubric outlined below:

A. Course Average for Quarters 1,2,3

2 points

B. Test Average for Math 7

3 points

C. Teacher recommendation based on Common Core Standards rubric developed collaboratively through BOCES

2 points

D. Performance on an algebra aptitude test

3 points

Total points required to enroll = 8/10 points

Student placement in Accelerated courses will be reviewed at the end of the marking period. Students must maintain a minimum average of 80% to remain in the Accelerated course. Students failing to maintain this minimum average will be rescheduled for a non-accelerated course.

Grade 6, 7, 8

All Middle School Math courses will follow the NYS Common Core Learning Standards (CCLS).

In grades 6-8 Mathematical Practices will include:

- Make sense of problems and persevere in solving them.

- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others
- Model with Mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

Grade 6 Overview

Ratios and Proportions
The Number System
Expressions and Equations
Geometry
Statistics and Probability

Assessment: Grade 6 New York State Assessment

Grade 7 Overview

Ratio and Proportion Relationships
The Number System
Expressions and Equations
Geometry
Statistics and Probability

Assessment: Grade 7 New York State Assessment

Grade 8 Overview

The Number System
Expressions and Equations
Functions
Geometry
Statistics and Probability

Assessment: Grade 8 New York State Assessment

Algebra Overview

- Quantities
- Seeing Structure in Expressions
- Creating Equations
- Reasoning with Equations
- Reasoning with Equations and Inequalities
- The Real Number System
- Interpreting Functions
- Building Functions
- Linear, Quadratic and Exponential Models
- Interpreting Categorical and Quantitative Data
- Arithmetic with Polynomials and Rational Expressions

Assessment: Common Core Algebra Regents Exam

Regularly paced eighth graders will complete the course work and take Algebra in 9th grade which will culminate in the Common Core Algebra Regents exam in June of their 9th grade year.

Students enrolled in accelerated 8th grade Math will complete the Algebra course and take the Common Core Algebra Regents exam at the end of 8th grade.

D. Science

Science courses are consistent with the district's Mission as students in science are given opportunities to use critical and creative thinking skills to define questions, to develop and implement plans to solve problems and answer questions, and to communicate their findings to others.

Science courses support the Common Core State Standards for Literacy in Science and Technical Subjects. Students in science will be able to respond to reading scientific textual material by:

- Summarizing central ideas
- Using science-specific language
- Identifying the structure and purpose
- Creating visual representations
- Objectively taking a stand
- Creating critiques of scientific content
- Writing with logic, coherence and knowledge

Grade 6

- Students in this program are expected to take an active role in their science education through the formation of questions and observations. The students will be given the tools needed to form and to answer their questions successfully through laboratory experiments, along with exploration of literature and electronic media, including the Internet.
- The Core Content of sixth grade science includes the study of introductory physics and chemistry with the common theme of energy. Problem-solving skills are developed as students investigate information and concepts, solve simple equations, and use ratio and proportion techniques. Each topic of study is reinforced with a variety of hands-on activities and class projects. Students will often design and conduct their own experiments and evaluate their work to redesign, retest, and re-evaluate their product and conclusions. Communication of results and ideas to others through lab reports, or class discussions and public presentations helps create individuals who are more scientifically literate.
- Whether the activities are student-designed or teacher-designed, students will apply and develop their science knowledge and skills as they learn science by doing science.

Grade 7

- Science 7 is an introduction to the living environment. Topics include cell theory, scientific method, ecology, evolution, genetics, classification of life, human organ systems, nutrition, and biological survival.
- The course involves many opportunities for active learning including demonstration and hands-on lab authentic experiences. Student assessments include graded homework checks, quizzes, labs, projects and exams.
- Some lab experiences are ecological explorations, bacteria study, gathering and analyzing data in many biological areas. Some projects are interdisciplinary with math, English, social studies, and foreign language. Students learn to objectively observe and analyze the living environment.

Grade 8: Regents Physical Setting / Earth Science Extended. (2-year loop with 9th grade)

- Earth Science is an activity-based program leading to preparation for the NYS Intermediate Level Science Assessment (8th grade) and the Physical Science/Earth Science Regents Exam (end of 9th grade)
- Regents Earth Science is an activity-based program that follows the Core Content for Physical Setting: Earth Science in the study of the Earth's dimensions, geology, plate tectonics, landscape development, geologic history, meteorology, water cycles and climate, the Earth in space, and environmental awareness.

- The 8th grade year will focus on Science skills (as they apply to Earth Science / Physical Setting), Earth's interior and exterior structure, locating positions on Earth (mapping), an introduction to Geology (minerals, rocks, and resources), environmental awareness, and is followed by preparation for the Intermediate-Level Science Assessment. Earth Science 8 Extended is a 2 year preparation for the Regents Earth Science exam in grade 9.
- Educational activities are student-designed, teacher-designed, and include long-term and short-term projects. They involve independent research, group projects, written lab reports and public presentations.

Assessment: New York State Intermediate Level Science Assessment (8th grade) and Physical Science/Earth Science Regents Exam (9th grade)

Grade 8 Acceleration: Regents Physical Setting / Earth Science (1 year)

- This course is a one year preparation for the Regents Earth Science Exam in grade 8. Assessment and selection for this course is made by the seventh-grade science teachers.
- Beginning the high school science sequence in eighth grade leads to opportunities to expand into our Advance Placement courses and/or our three-year Scientific Research Program. Non-accelerated students may also take these courses in high school.
- Regents Earth Science is an activity-based program that follows the Core Content for Physical Setting: Earth Science in the study of the Earth's dimensions, geology, plate tectonics, landscape development, geologic history, meteorology, water cycles and climate, the Earth in space, and environmental awareness.

Assessment: Physical Science/Earth Science Regents Exam

E. World Language

Grades 6, 7 and 8

The study of French or Spanish begins in grade 6. The age-appropriate instruction is based on both the National and NYS Standards for Foreign Language Learning and the National Performance K – 12 and is conducted in varying amounts in the target language from the outset. The four skill areas (listening, speaking, reading and writing) are taught and assessed in a manner that reflects the Common Core guidelines. The linguistic sophistication that students gain through their foreign language study bolsters their overall literacy, and therefore contributes to their success in other subjects. Students in all levels and both languages will apply their language skills to the completion of course specific problem solving tasks (PST's).

Grade 6 Spanish and French

The 6th grade curriculum focuses on introducing students to the basics of World Language acquisition. Students have the opportunity to engage in the language through speaking, reading, writing, and listening. They will learn vocabulary necessary to talk about themselves, their families, and their interests. While the emphasis at this level is on the use of the present tense, throughout the year, they will encounter other tenses in conversational patterns.

Materials include a text, DVD's CD's, nursery rhymes, and the internet.

Grade 7 Spanish and French

In 7th grade, students have the opportunity to strengthen their basic skills through both written and communicative activities. Essential basic verbs will be mastered, and the past and future tenses are introduced. Students will expand on their conversations/repertoire by engaging in simulations of adventures they may have during a trip. They will learn a wide variety of ways to express opinions, preferences, and needs. They will demonstrate an increased ability to initiate and sustain dialog.

Grade 8 Spanish and French

In 8th grade, students have the opportunity to further practice the basic skills and vocabulary of NYS standards at checkpoint A level in an increasingly interdependent manner. All 4 tenses taught to this point (present, future, present progressive and past (in the preterit form) will be used to complete typical tasks like describing people and locations, describing habits, retelling events, expressing feelings, communicating problems, providing solutions, asking for help and sharing or making plans. Basic vocabulary will be enriched and readings will increase students' comfort in both what they know and what they don't know in Spanish but can conclude through context and syntax clues. Students will be exposed to the language as spoken by natives through videos and music and will be expected to increasingly communicate in class using the target language and survival strategies. A locally developed checkpoint A exam will be given in June. Successful completion of this exam earns the student one high school credit.

Assessment: A local exam of Checkpoint A requirements which will earn passing students one credit of High School Spanish or French.

F. Fine and Practical Arts

We believe every student can learn. The Fine and Practical Arts faculty strive to create an environment in our classes where all students feel welcomed, challenged, and successful.

Students are given the opportunity to become independent and creative thinkers through a process of self-discovery. These newly acquired skills have the potential for cultivating life-long passions.

Art

Art in the middle school is a process-based program that fulfills the NYS Standards in the Arts. Students in 6th, 7th, and 8th grade are scheduled to be in art for one quarter (10 weeks) per academic year. Projects are designed to build skills and will become more challenging in response to students' developmental needs from one grade to the next.

Students in 6th, 7th, and 8th grades will:

- ☐ explore a range of media and subject matter
- ☐ create interdisciplinary projects, individual projects, group projects, and works for exhibition
- ☐ develop an art vocabulary
- ☐ learn and apply the principles and elements of art
- ☐ have opportunities to respond to and analyze works of art

Assessment: Projects, self-evaluation and peer evaluation through oral critiques. Self-evaluation and teacher evaluation using rubrics.

Music

- ☐ Students work on musical activities as musicians, composing, performing, arranging, analyzing, evaluating, and listening to music.
- ☐ Music 6, 7, and 8 are designed to meet the New York State Standards by engaging students in musical experiences in a music lab setting

Assessment: Projects, self-evaluation, peer-evaluation, class discussion, visual observation, written responses.

Instrumental Music

- ☐ Students develop individual and ensemble performance skills necessary to

interact in a band setting.

- ☐ Students meet the New York State Standards for music through performing, analyzing, evaluating, listening, composing, and improvising music.
- ☐ Instrumental lessons are provided using the “push in” model during band class.

Assessment: Individual and group performances, self-evaluation, peer evaluation, class discussion, written responses, musical composition and improvisation.

Vocal Music

- ☐ Students develop both individual and ensemble skills to effectively perform 2- to 4-part choral music.
- ☐ Students meet the New York State Standards for music using the following means: sight reading, writing musical notation, composing, rhythmic exercises, and listening.

Assessment: Solo and ensemble performances, written evaluations, and class discussions.

Technology

Grades 6, 7, and 8

Introduce and explore many of the facets of technology

Become aware of the history and evolution of technology

Master the application of safety

Process various types of materials

Manage resources

Recognize and predict positive and negative as well as expected and unexpected impacts of technology

Utilize technology to solve problems

Apply technology, math and science concepts to engineer solutions to technological issues

Focus on understanding and controlling technology through knowledge of

tools, materials, resources and systems of technology

Assessment: Safety tests, practices and inspections, project activities, participation, tests and quizzes.

Family and Consumer Science (Home and Career Skills)

Home and Career Skills is a required program of study for all New York students in grades six through eight. It supports the educational needs of students who, in the future, will be required to successfully balance the responsibilities of home, family, and career by using content and process skills for practical problem solving.

Grade 6 Curriculum Modules (ten week course)

- Interpersonal Relationships
- Kitchen Safety and Sanitation
- Basic Food Preparation
- Basic Clothing Construction

Grade 7 Curriculum Modules (ten week course)

- Process Skills – Decision Making, Problem Solving, Management
- Personal Environment Management
- Nutrition and Wellness

Grade 8 Curriculum Modules (2 ten week courses)

- Family Dynamics
- Child Development
- Communication Skills and Conflict Management
- Consumerism
- Introduction To Work
- Job Acquisition Skills
- Career Planning

Assessment: Written and laboratory performance tests and projects.

G. Physical Education and Health

Grades 6, 7 and 8

Physical Education

General Goals:

Students Will:

- Demonstrate competency in many movement forms and proficiency in a few movement forms.

- Apply movement concepts and principals to the learning and development of motor skills.
- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of physical fitness.
- Demonstrate responsible personal and social behavior in physical activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Grade 7

Health – In Health Education, students will be investigating and learning the four characteristics of health. These include social, environmental, physical and mental health. Exploring each characteristic will provide instruction and knowledge in nutrition, fitness, communicable diseases, bully prevention, substance use, goal setting, mental health and other health-related areas. This course provides students with the knowledge needed to help promote a safe and healthy way of life. Students will acquire knowledge which will foster their decision making skills and help them evolve into life-long learners.

H. Library Media

Grades 6, 7 and 8

The Library Media Center provides a full range of print and electronic resources to support academic learning and leisure pursuits.

The Library Media Specialist regularly collaborates with classroom teachers to teach and integrate information and media literacy skills into the curriculum.

The Library Media Center provides access to computers, Flip video cameras, still cameras, eBook readers, podcasting equipment and other technologies. Our program teaches proper and ethical use of such equipment and encourages students to select, evaluate and utilize technology at appropriate stages of inquiry.

A Virtual Library of general information, databases, links, class project portals, games and other resources is available via our library website 24:7:365 for students and their families to access from home or school.

I. Special Education

The Committee on Special Education recommends students for resource room support, reading, co-teaching settings in English, Math, Science, and Social Studies, or special education classes in English, Math and when appropriate SS and Science. All students are integrated into the general education classes for courses in the arts and other special areas.

J. Electives

COURSE SELECTIONS FOR 8TH GRADE STUDENTS

☐ Band

Eighth grade band is an intermediate level class for the instrumental music student, which focuses more intensely on higher level listening and evaluative ensemble skills. Students meet in a large group every other day.

☐ Chorus

Students in Eighth grade Chorus will study vocal technique, sight reading and singing in harmony. Students in this chorus have an opportunity to audition for All-County Chorus, and may choose to participate in the optional NYSSMA Solo/Ensemble Festival in the spring. Eighth Grade Chorus performs at two school concerts each year. It is not necessary for a student to have a great voice in order to join Eighth Grade Chorus; willingness to learn and a sense of humor are the most important qualities for a young singer to have!

☐ Digital Art

Digital Art is an introductory course to programs that are used to create and manipulate images on the computer. Students will be introduced to programs such as *Photoshop*, *Illustrator*, and *PageMaker* through various projects. Students will become familiar with tools and techniques of the programs, while creating and manipulating images. Not only will students be engaged in the arts but projects will also involve other 8th grade curriculum. Ultimately, students will discover their creative individuality while becoming comfortable with digital arts. Due to the limit of equipment available, this class is limited to 15 students and students will be registered on a first come, first serve basis.

☐ Digital Audio and Video

In this class, students will learn to create and edit videos. They will also record and edit sound files and dub audio for videos. Due to the limit of equipment available, this class is limited to 16 students and students will be registered on a first come, first serve basis.

☐ Movies in the Making

The first part of the course is designed to give students an introductory foundation of cinematic terms to enable them to think critically about movies. Within this selection, students will learn about film history, cinematic photography, editing, acting, and point of view through classic films. Students read professional film reviews to develop an awareness and understanding of what may be included in a formal critique. As the course progresses, students will watch “modern” classics with a new point of view and develop their own voices as they become film critics.

**NORTH SALEM MIDDLE SCHOOL
GRADES 6, 7 8 - COURSE OF STUDY**

English/Language Arts

English Language Arts 6
English Language Arts 7
English Language Arts 8
Reading Grade 6
21st Century Thinking (ELA 7)
English Lab 6, 7, 8
English 6 Extended

Social Studies

Social Studies 6
Social Studies 7
Social Studies 8

Science

Science 6
Life Science 7
Physical Science 8
Earth Science 8 Accelerated (Regents)

Mathematics

Math 6
Math 7
Math 8
Math 8 Accelerated (Common Core Algebra)
Math Lab 6, 7, 8

Fine Arts

Art 6
Art 7
Art 8

Computer

Math 6 Extended/Computer
Math 7 Extended/Computer
Math 8 Extended/Computer

Related Courses

Movies in the Making 8
Digital Art 8
Digital Audio and Video 8
Gifted/Talented

World Language

French 6
French 7
French 8
Spanish 6
Spanish 7
Spanish 8

Music

Music 6, 7, 8
Concert Band 6 or Concert Choir 6
Concert Band 7 or Concert Choir 7
Concert Band 8
Concert Choir 8
Lessons

Technology

Technology 6
Technology 7
Technology 8

Family & Consumer Science

Home & Career Skills 6
Home & Career Skills 7
Home Skills 8
Career Skills 8

Physical Education/Health

Physical Education 6
Physical Education 7
Physical Education 8
Health 7

Special Education

Resource Room/Academic Support*
English-Special Class*
Math-Special Class*
Reading-Special Class*
Core Social Studies, Science, Math, English & Skills*
Co-teach English, Social Studies, Science and Math*

*All as indicated by a student's IEP

MIDDLE SCHOOL CLUBS AND ACTIVITIES (TENTATIVE)

Middle School Student Forum

Grade 6 Class Organization

Grade 7 Class Organization

Grade 8 Class Organization

Modified Boys' Basketball

Modified Girls' Basketball

Modified Field Hockey

Modified Boys' Soccer

Modified Girls' Soccer

Modified Volleyball

Modified Softball

Modified Baseball

Modified Cross Country

Modified Boy's Lacrosse

Modified Girl's Lacrosse

Modified Ice Hockey

Modified Spring Track

Modified Wrestling

Munch Bunch

Art Club

Drama Club

Memory Book Club

Club Español

Musical

MS Book Club

Theater Tech Club: Lighting and Sound

Coding Club

Robotics Club