

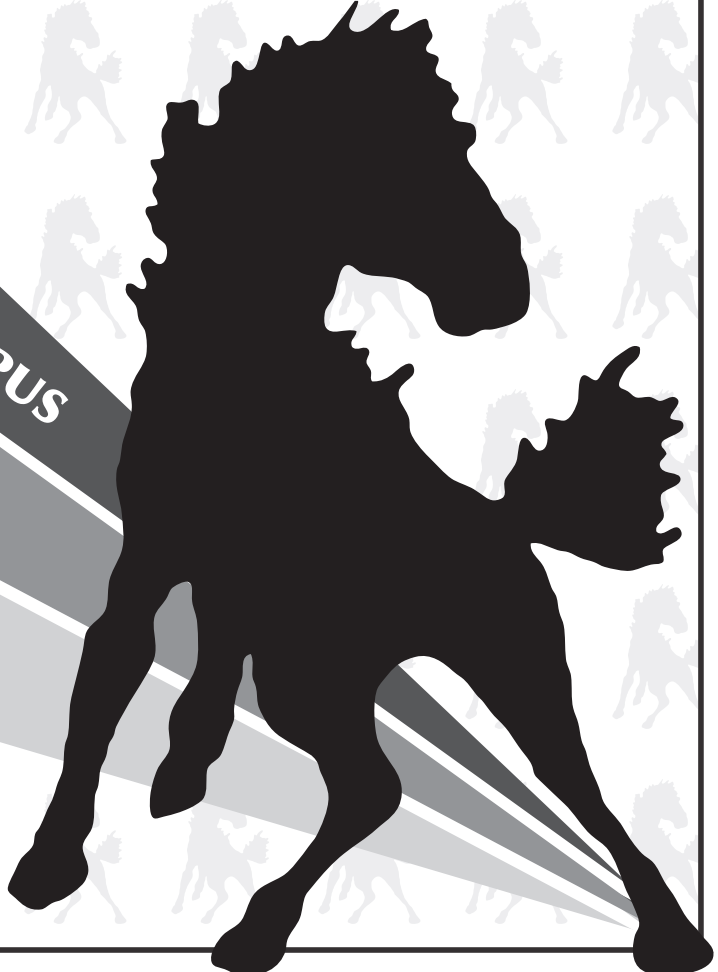
BARRINGTON MIDDLE SCHOOL  
**SCHEDULING AID**

*Welcome To Our New Students*

PRAIRIE CAMPUS | STATON CAMPUS

2009-2010

**BMS**



## ■ WELCOME TO THE BARRINGTON MIDDLE SCHOOLS

We wish to extend an early welcome to you as an incoming student to the Barrington Middle Schools. You will find many stimulating activities and learning programs at BMS. You will also find that the learning of the basic skills in reading, writing and mathematics are of prime importance at the Barrington Middle Schools. Middle school is intended to be a transition to bridge the program of your present K-5 elementary school to that of Barrington High School. You will find the school staff willing and able to assist you in your development. We are looking forward to you being an important person in the middle school next fall.

Barrington Middle School • Station Campus  
Craig Winkelman, Principal  
Tim Haupt, Assistant Principal  
Rebecca FitzPatrick, Assistant Principal

Barrington Middle School • Prairie Campus  
Art Fessler, Principal  
David Dick, Assistant Principal  
Jodi Megerle, Assistant Principal

## ■ SCHEDULING AID

The school day at the Barrington Middle Schools is made up of eight periods of approximately 46 minutes duration. Time is allotted for passing from one classroom to another. These eight periods are further divided into two general programs. A Core Program of courses and a Personal Program of courses based on educational need or interest are offered.

## THE CORE PROGRAM OF COURSES INCLUDES

### Grade 6

Language Arts  
Social Studies/Resource\*  
Math  
Science  
Reading  
Physical Education  
Arts & Tech. (1 sem.) / Resource\*  
World Lang.(1 sem.) / Resource\*

### Grade 7

English  
History  
Math  
Science  
Physical Education  
Arts & Tech./Resource\*/English Strategies  
World Lang./Resource\*/ English Strategies

### Grade 8

English  
History  
Math  
Science  
Physical Education  
Arts & Tech./Resource\*/English Strategies  
World Lang./Resource\*/ English Strategies

*\*Many students who receive special services will take a resource / study skills class in lieu of a world language or arts/technology class.*

## CORE PROGRAM ORGANIZATION

Each student will be placed on a grade level team with a common group of students and a common group of teachers. The Core subjects will be taught within the team structure. Students will leave their team for instruction in physical education, arts/technology and world language. Students may be grouped and re-grouped in math at 6th, 7th, and 8th grade, and reading in 6th grade according to their progress and abilities. (See reading section of this pamphlet)

## PERSONAL PROGRAM ORGANIZATION

All students must select a personal program option consisting of advisory, orchestra, band or chorus.. The Personal Program option is scheduled during a sixty-four minute block of time that includes lunch and one of the options listed above. To select your Personal Program you will use the enclosed Selection Sheet.

## ■ GENERAL PROGRAM INFORMATION

### WORLD LANGUAGE

Sixth graders will have world language five days a week for one semester. They must choose a world language from among French, German, Latin, Mandarin Chinese or Spanish. Students select their world language on the form provided. This grade level of the World Language program is designed to be a limited homework oral experience. Students will also learn about the cultures associated with their selected languages. Students not taking a world language class will take a reading class or resource/study skills. Sixth grade students are to use the enclosed Selection sheet to select a world language. In most cases we will attempt to provide student's first language choice, however this is not always guaranteed.

The language sequence that students start at grade seven is of a two-year duration, beginning in the fall of 7th grade and ending in June of 8th grade. Successful completion 7th and 8th grade world language is expected to result in placement at the second year level of that language at Barrington High School.

### ENGLISH STRATEGIES – 7th/8th GRADE ONLY

As an alternative to a 7th or 8th grade World Language elective, students may take an additional class of English, giving them two English classes per day. In this class, particular attention will be given to improving and expanding writing skills, vocabulary development, the exploration of non-fiction as well as fiction literature, and oral communication. The class is for students of any ability who would like to strengthen their English skills.

### READING

All sixth graders receive reading instruction each day. Each student recommended for specialized Reading instruction in grades 6, 7 and 8 will receive a letter informing them of this. Students are generally placed in these classes by means of criteria utilizing MAP, CogAT, teacher and reading specialists recommendation, and the building administration. The specialized reading instruction class is not considered optional nor should it be considered special education.

### EXPLORATORY ARTS AND TECHNOLOGY

Seventh and Eighth grade students will take the exploratory Arts and Technology course sequence. They will have: 5 to 6 weeks each of Art; Drama; Health; and Family Consumer Science, Music (at MP), Current Events (at MS), and 11 to 12 weeks of Technology Lab giving them a full year of the Arts and Technology program each year. Sixth grade students will take the same Arts and Technology sequence for only one semester. Each sixth grade course experience will be three weeks in length with the exception of Technology which is six weeks.

The Technology Lab is designed to be a student directed technology experience, enabling students to see how concepts studied in math, science, language arts and social studies can be integrated into technology. The emphasis is on technology literacy—preparing the students for both continuing education and the workforce.

### BAND, ORCHESTRA, AND CHORUS OPTIONS

There will be daily rehearsals of 6th, 7th, and 8th grade Band, Orchestra and Chorus. These classes will meet during student advisory periods and the Band/Orchestra/Chorus teachers will serve as advisors for the students. Band and Orchestra are for students who are currently in a Band or Orchestra program, or who have at least one year of playing experience. Membership in the Chorus is open to all students who wish to sing as part of a choral ensemble. A brief and basic audition may be required when school begins in August. The Band/Orchestra/Chorus advisories will perform fall, winter, and spring concerts in which participation is required as part of the grade for the class. Selection of a music advisory is a year long commitment. Any requests to withdraw from the program will be submitted to the building principal and the advisory teacher at the semester break.

### STANDARD ADVISORY OPTION

Students not participating in band, choir, or orchestra will be placed in a daily advisory. The teacher will become the student's advisor for the year. Students in the advisory class will explore topics with their advisor that will help them with problems of early adolescence, their studies, service learning activities and instill themes of character education. Silent reading and study skills are a few of the base activities. Advisory time is also used for study, tutoring, test make-ups, and short assemblies. The idea is for each student to be able to have a significant and helpful adult at his/her side through each year of middle school. A specialized advisory class focusing on reading skills will also be offered for selected students.

### RESOURCE/STUDY SKILLS

The goal of the resource/study skills class is to assist students with organization, learning strategies, and review of content class materials. Students are recommended for those classes at annual review meetings.

**DISTRICT 220 MISSION STATEMENT**  
*Inspire All Learners to Achieve Excellence*

**Our Commitments...**

COMMUNICATION- We will commit and continue to improve open, active, on-going and honest communication with students, staff, parents and the CUSD 220 community.

CULTURE & CLIMATE- Promote and model safe and supportive interactions that demonstrate respect for our diverse community.

SOCIAL EMOTIONAL NEEDS- Help all students develop self awareness and decision making skills to achieve school and life success.

STUDENT LEARNING-Teachers will focus on relevant learning experiences that lead to high quality student achievement.

TEACHER LEARNING- Teachers will continue to be reflective, life long learners striving to continually improve their practice.

TECHNOLOGY- We commit to increasing technological literacy while expanding the practical application of technology to enhance student learning through teacher modeling, student usage, and facilitating communicating

**Activities...**

<b>Activities</b>	<b>Clubs</b>	<b>Performing Arts</b>	<b>Intramurals</b>
Student Council Sixth Grade Activity Night Fall and Spring Mini-courses Snowflake  <b>Academic Competitions</b> Debate Team Math Counts Scholastic Bowl Speech Tournament Spelling Bee Geography Bee (Station)	Friends and Company Cultural Society (Prairie) Newspaper Gamers (Prairie) Yearbook Chess Art (Prairie) Recycling (Prairie) French (Prairie) Spanish (Prairie) Who (Prairie) Latin Fit (Station) Drama (Station)	Jazz Band Musical School Play Band Chorus Orchestra  <b>Co-Curricular</b> Cross Country Wrestling Track and Field	Boys Intramural Soccer Girls Intramural Basketball Boys Basketball Coed volleyball Girls Soccer Ultimate Frisbee (Station)