

HALF HOLLOW HILLS MIDDLE SCHOOLS

COURSE DESCRIPTIONS

2008-2009

BOARD OF EDUCATION

Fran Greenspan, *President*

Jay Marcucci, *Vice President*

Jeanine Bottenus

Carole Catapano

Jill Kaufman

James Ptucha

Anne Marie Sorkin

ADMINISTRATION

Dr. Sheldon Karnilow

Superintendent of Schools

Michael DeStio

Assistant Superintendent for Secondary Education

Candlewood Middle School

Andrew Greene, Principal

West Hollow Middle School

Mary Rettaliata, Principal

Cover by:

Moore Chen, Eighth Grade, West Hollow

Counseling Staff

Candlewood

Joseph Toles
Director of Guidance

Jodi Cohen
Lisa LoPiano
Donna Stillman

Telephone: 631-592-3310
Fax: 631-592-3935
Hours: 7:30 a.m. – 3:00 p.m.

West Hollow

Kim Lefranc
Director of Guidance

Adam Handburger
Patricia Hobson
Meghan Lambert
Edward Marinich

Telephone: 631- 592-3420
Fax: 631-592-3936
Hours: 7:30 a.m. – 3:00 p.m.

Preface

The Half Hollow Hills Middle School Course Offering Book has been prepared so that students and parents may familiarize themselves with course offerings, and to provide an outline for planning student's academic programs. Our guidance counselors, teachers and administrators are ready to help in the process of course selection. Additionally, the department course descriptions are followed by a flow chart to provide students direction in planning for the future.

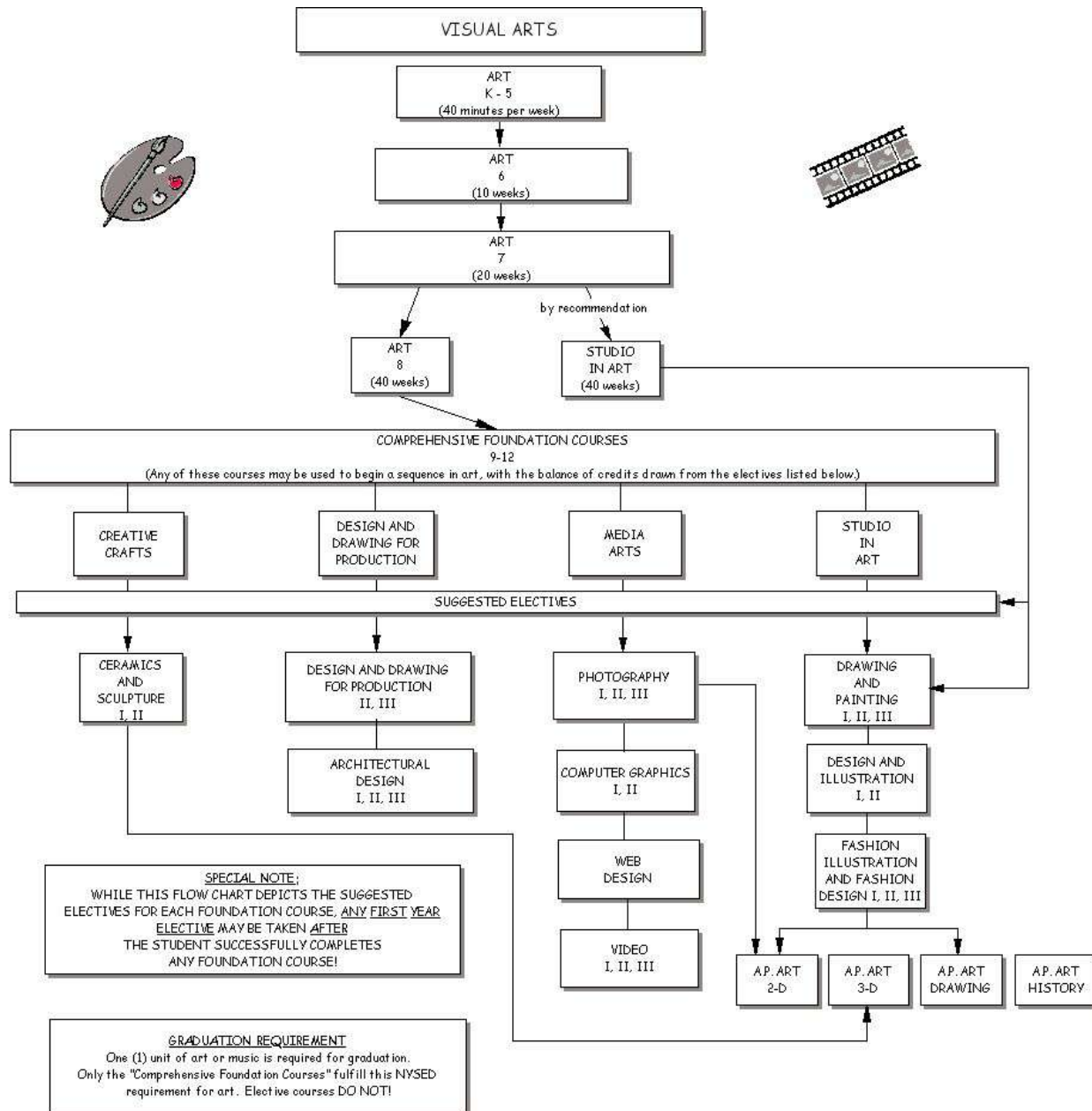
TABLE OF CONTENTS

ART	1
Art Department Flow Chart	2
ENGLISH LANGUAGE ARTS	3
English Language Arts Flow Chart	5
FAMILY AND CONSUMER SCIENCE	6
HEALTH EDUCATION	7
LANGUAGES OTHER THAN ENGLISH (LOTE)	8
Languages Other Than English Flow Chart	10
MATHEMATICS	11
Mathematics Flow Chart	12
MUSIC	13
Music Flow Chart	15
PHYSICAL EDUCATION	16
SCIENCE	18
Science Flow Chart	20
SOCIAL STUDIES	21
Social Studies Flow Chart	22
TECHNOLOGY	23

Art Department

Art 6 Grades: 6 Course Length: 10 weeks	Art is a required subject for all sixth grade students. It is an extension of the elementary art experience. Students are introduced to projects that reinforce an understanding of the elements of art as they relate to composition. Projects are designed to allow for individual student creativity within designated objectives aimed at student understanding of the visual arts creative process. Artists and art history are included in specific projects to reinforce student comprehension of the role of art in history.
Art 7 Grades: 7 Course Length: 20 weeks	Art is a required subject for seventh grade students. The early secondary program continues to provide an opportunity for the exploration of materials and development of self-expression through a variety of art experiences. In Art 7, students learn how various art activities were developed as part of man's needs in society. The influence these activities have had on past world events and implications for the future are part of the curriculum. Students are given an opportunity to explore computer graphics and/or multimedia projects. Artists and art history are included in specific projects to reinforce student comprehension of the role of art in history.
Art 8 Grades: 8 Course Length: 40 weeks	Art is an optional course for eighth grade students. This course will further develop concepts and skills covered in seventh grade. The eighth grade program, similarly emphasizes an overview of subject areas, tools and materials, with additional emphasis on individual development and creativity. Students learn to communicate thoughts, develop ideas, and express feelings. Students also learn how to analyze and evaluate their own work and the work of their classmates through class discussion. They will develop pride in their work, and the works of others, as they learn techniques for displaying it. The students are given the opportunity to explore computer graphics and/or multimedia projects. Artists and art history are included in specific projects to reinforce student comprehension of the role of art in history.
Studio in Art Grades: 8 Course Length: 40 weeks	Studio in Art is a foundation level art class offered to all high school students, as well as eighth grade advanced students who qualify for the course. Students successfully completing this foundation level art class receive one high school credit, which satisfies the art/music graduation requirement. As an overview of the field of art, it embodies drawing and painting in various media, sculpture, three-dimensional design and computer graphics. Studio in Art is recommended for students who intend to pursue a sequence in the fine arts. Prerequisite: Acceptance into the course is based upon a drawing assessment given during the 7 th grade and teacher recommendation.

Art Department



FIVE (5) UNIT SEQUENCES

Comprehensive Visual Arts

1 credit - Any one of the foundation courses
4 credits - Elective art courses from the flow chart

Fine Arts

1 credit - Studio in Art
1 credit - Musical Knowledge
3 credits - Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

English Language Arts Department

English Language Arts 6 Grades: 6 Course Length: 40 weeks	English Language Arts 6 builds upon the language foundations that were established in the elementary language arts programs. It is the first transitional step between elementary and high school English. Students are expected to be able to read a variety of genres and begin the process of analyzing literature by identifying literary elements and author's purpose. Students will compose well structured pieces of writing that reflect the audience and purpose of the piece. Students will learn metacognitive strategies that will be useful as they progress through our language arts program. Vocabulary, spelling, and grammar will be taught via an integrated approach. Emphasis is placed on organization, structure, audience, and writer's craft. All sixth graders' will complete one research project. Students are expected to demonstrate competency as active listeners as well as presenters throughout the year.
English Language Arts 7 Grades: 7 Course Length: 40 weeks	The goal of the English Language Arts 7 program is to expand the student's skills in literature, composition, vocabulary, language study, note taking, and spelling. These are studied through active reading and writing. Students will learn to expand their writing and thinking abilities in preparation for more formal writing, critical thinking, and research. The program also includes more opportunities for students to demonstrate appropriate speaking and listening skills.
English Language Arts 8 Grades: 8 Course Length: 40 weeks	The goal of the English Language Arts 8 program is to provide a smooth transition from the middle school curriculum to the high school. This course provides students with a rich literary program covering a variety of literary genres. Through literature, students will learn to integrate reading, writing, listening, and speaking skills. Students will also develop their higher order thinking skills through critical analysis and evaluation of literature. In composition, the emphasis is placed on the development of multi-paragraph literary responses that explore creative and expository forms of writing. A word processed research paper is a component of the course of study. At the mid-semester conclusion of the course, students are required to take the New York State Assessment in English Language Arts.
Public Speaking I Grades: 8 Course Length: 10 weeks	This course will allow students to learn the basics of a well-structured and well-presented speech. Students will focus on non-verbal elements, i.e., an attention-getting introduction, a strongly supported body, and a memorable conclusion to enhance their speeches. It will also give students the opportunity to learn how to gather and use support material such as statistics, visual aids, and quotations. Students will present three informative speeches that allow them to practice the fundamental elements of a strong oral presentation.

English Language Arts Department

<p>English Language Arts 8 Honors</p> <p>Grades: 8</p> <p>Course Length: 40 weeks</p>	<p>English Language Arts 8 Honors offers an in-depth extension of the regular eighth grade English Language Arts curriculum. Students will learn to explore more critically, the richness of challenging pieces of literature. From literature, research, and other life experiences, students will learn how to write in a more complex fashion, incorporating a richer vocabulary and more complex sentence structure. They will continue to develop an understanding of correct language use. Students will also learn how to develop a personal style in their writing and oral work, as well as personal reading habits of a different genre. A word processed research paper is a component of the course of study. At the conclusion of the course, students are required to take the New York State Assessment in English Language Arts.</p> <p><i>Prerequisites</i> for admission into Honors English include:</p> <ul style="list-style-type: none"> • 90 average or above in English 6 and 7 • outstanding reading and writing skills and the completion of a summer reading packet (due on the first day of class) • teacher/departmental recommendation
<p>Academic Intervention Services</p>	<p>Academic Intervention Services are classes designed to help students develop and master content-area skills necessary to meet and exceed New York State Standards in English Language Arts and Mathematics. Students receive explicit instruction in skills, strategies, and concepts that are the foundation of the English and Mathematics courses. Using a combination of strategy modeling, tangible exercises with manipulatives and other hands-on materials, and differentiated groups, teachers help students reengage with the content and find success where they may have previously struggled. Baseline, formative, and summative assessments are used throughout the course to determine areas of progress and growth. This service is a State mandate for students who receive a level 1 or a level 2 on the State assessments; therefore, these students will receive priority of placement.</p>

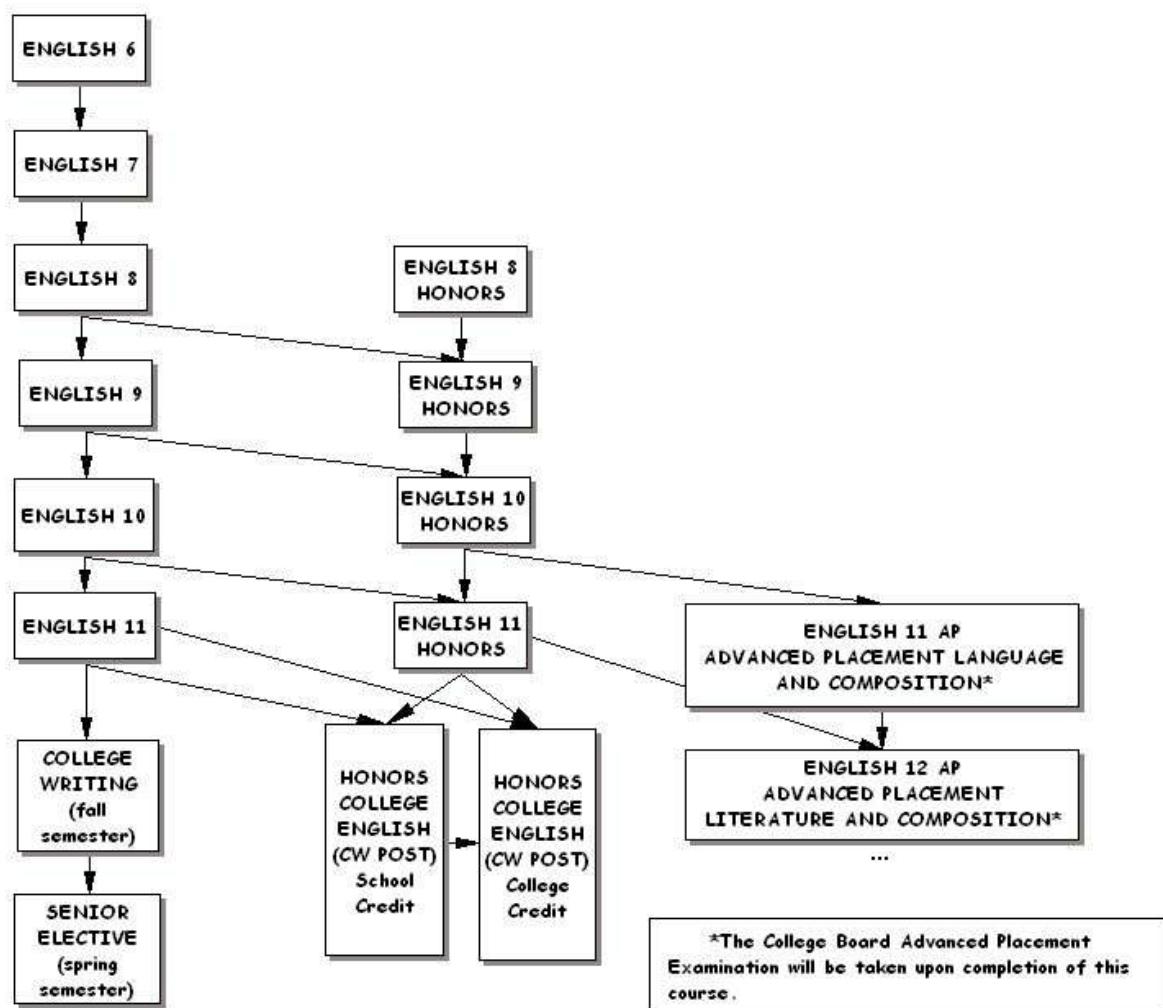
English Language Arts Department

ENGLISH DEPARTMENT 6 - 12

REGENTS LEVEL

HONORS LEVEL

ADVANCED PLACEMENT



ELECTIVES

HALF-YEAR COURSES (.5 Credits)

African American Literature
Comics & Graphic Novels as Literature
College Prep (Grade 11 only)
Film Criticism
Hero's Journey (HSW only)
Hollywood & History: Fact or Fiction
Journalism
Literature Circles
Media Communications
Mythology (HSE only)
Public Speaking I
Public Speaking II
SAT, Critical Reading and Writing
Shakespeare

FULL-YEAR COURSES (1 CREDIT)

Creative Writing
Debate
Theatre Arts & Production

FULL-YEAR COURSES (.5 CREDIT)

Reading and Writing Strategies I
Reading and Writing Strategies II

SENIOR ELECTIVES (.5 CREDIT)

Poetry Slam! Poetry as Performance
Art
Search for Identity
Sports Literature
World Drama

Family and Consumer Science

The Family and Consumer Science Department strives to address the essential living competencies all individuals need to function in our rapidly changing society. The attitudes, skills, and knowledge learned in the Family Consumer Science content areas provide a basis for success in balancing home and work responsibilities as well as for transitioning to career pathways.

Coursework at the middle school level addresses all the New York State Standards in Family and Consumer Science, provides $\frac{1}{4}$ credit during sixth grade (10 weeks), and $\frac{1}{2}$ credit (20 weeks) during seventh grade, and aims to

- prepare individuals to be competent, confident, and responsible in managing personal, family, and career lives
- help students meet challenges of daily living
- provide laboratory experiences that foster leadership and group skills
- provide individuals with knowledge and skills in:
 - Personal resource management
 - Family and human development
 - Early childhood education
 - Nutrition and food preparation
 - Clothing management
 - Housing and the environment
 - Consumerism and financial management
 - Career awareness and planning
 - Parenting and care giving

Family and Consumer Science

Grade:	6
--------	---

Course Length:	10 weeks
----------------	----------

Grade:	7
--------	---

Course Length:	20 weeks
----------------	----------

Health Education

As easy as it is to identify the major health risk behaviors among youth, the challenge today is to determine “what works to prevent or reduce” these behaviors. The weaving together of skills and content knowledge form the basis of helping students learn what they need to know and be able to do to be safe and healthy.

Students at the middle school are also expected to achieve the three New York State Learning Standards in health education which include:

Standard 1 (Personal Health) - Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Standard 2 (A Safe & Healthy Environment) - Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Standard 3 (Resource Management) - Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Health Education Grades: 6 Course Length: 10 weeks	Curriculum Content: Mental health, personal health, growth & development/family living, disease prevention and control, alcohol-tobacco and drugs, injury prevention/safety, consumer/community health, nutrition, environmental health and life skills.
Health Education Grades: 8 Course Length: 20 weeks	Curriculum Content: Mental health, personal health, growth and development/family planning, disease prevention, alcohol-tobacco and drugs, personal safety, consumer/community health, nutrition, environmental health and life skills.

The functional knowledge for students is included in the curriculum content areas listed above that are sequentially programmed at the middle school in 6th and 8th grade.

The Life Skills is a uniquely designed substance abuse prevention program that consists of three major components that cover the critical domains found to promote drug use. Research as shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components include: Drug Resistance Skills, Personal Self-Management Skills, and General Social Skills. The Life Skills program has continued for four years at the middle school level. Students in sixth grade, receive 18 lessons, which was introduced during the 2003-2004 school year. Students in eighth grade health receive 9 lessons.

The weaving together of content knowledge and prevention skills form the basis of “what works” in preventing risky behaviors.

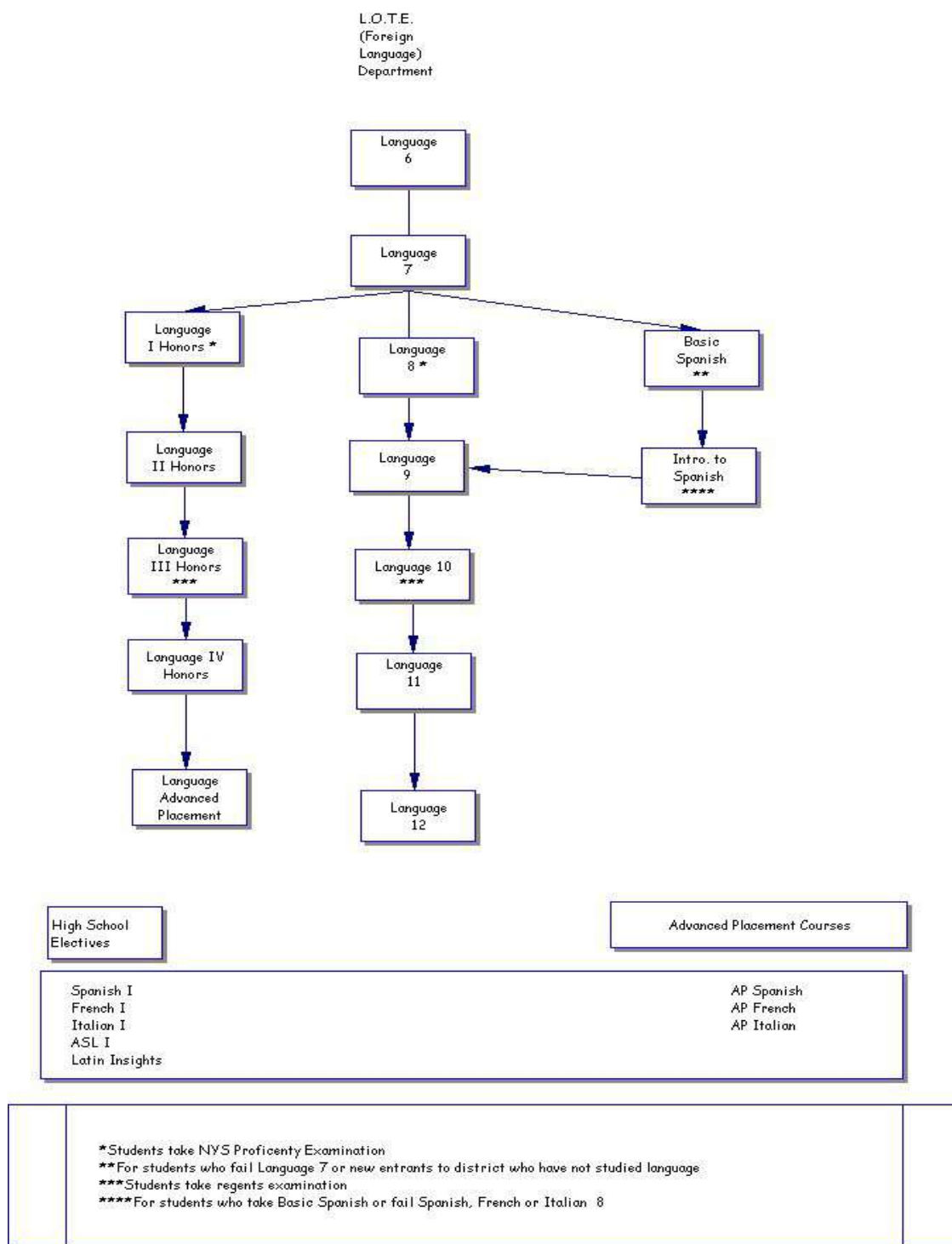
Languages Other Than English (LOTE)

<p>Spanish, French, Italian 6 Grades: 6 Course Length: 40 weeks</p>	<p>The purpose of the introductory course in Spanish, French or Italian is to provide students with a preliminary exposure to communication and cultural standards as outlined in the New York State Learning Standards for Languages Other Than English. Students will gain a familiarity with vocabulary, listening comprehension, speaking skills and basic grammatical theory. The focus is on listening, speaking and cultural understanding which are the primary goals in modern language learning. Lesser emphasis is placed on reading and writing at this level. The objective of this course is to give students basic preparation to enter levels 7 and 8 after which they will take the New York State Proficiency Examination.</p>
<p>Spanish, French, Italian 7 Grades: 7 Course Length: 40 weeks</p>	<p>Language 7 is a course based on the New York State Learning Standards for Languages Other Than English. In this course, students begin their study of Checkpoint A objectives. The second half of Checkpoint A is completed in Grade 8 culminating with a required New York State Proficiency Examination in French, Spanish or Italian. Listening and speaking are primary communicative goals in modern language learning. Students learn to use these skills in addition to reading and writing for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Students also work toward a goal of cultural understanding. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. These elements affect whether and how well a message is received. Students failing Language 7 may not proceed to Language 8. Instead, in Grade 8 they must take Basic Spanish and Intro to Spanish in Grade 9 to fulfill their graduation requirement for a Regents Diploma.</p>
<p>Mandarin Chinese 6 Grades: 6 Course Length: 40 weeks</p>	<p>This is the introductory course for a new five year sequence in Mandarin Chinese. Students will take Mandarin 6, 7, and 8 and will be required to take the NYS Proficiency Equivalent Examination at the end of grade 8 to receive on graduation credit. Learning Mandarin requires the learning of a new symbolic alphabet and a structure which is very different from English and the Romance languages. Chinese is also a tonal language and students will learn that the same word pronounced with different tones has different meanings. This introductory course in Mandarin will introduce students to the Chinese Symbols used to write, as well as preliminary exposure to vocabulary, listening comprehension, speaking skills and basic grammatical theory. The objective of this course is to give students basic preparation to enter levels 7 and 8 after which they will take the New York State Proficiency Equivalent Exam</p>

Languages Other Than English (LOTE)

<p>Spanish, French, Italian CKA (8) Grades: 8 Course Length: 40 weeks</p>	<p>Language 8 completes the students' study of checkpoint A objectives. The New York State Learning Standards identify two standards for Language Other Than English: Students will be able to use a language other than English for communication and they will develop cross-cultural skills and understandings. In this course, students strive to meet these objectives using the four skills: listening, speaking, reading and writing. They will be able to comprehend language consisting of simple vocabulary and structures as well as cognates of English words. In speaking, they will call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning and use appropriate strategies to initiate and engage in simple conversations based on the various topics in the curriculum. They will be able to read and understand the main idea and some details of simple informative materials written for native speakers and will compose short informal notes and messages to exchange information. These skills will be assessed at the termination of this course by the New York State Proficiency Examination in French, Spanish or Italian. Passing this examination grants one unit of Foreign Language credit which fulfills the high school graduation requirement for the lower level Regents Diploma. Prerequisite: Passing grade in Language 7.</p>
<p>Spanish, French, Italian 1 Honors Grades: 8 Course Length: 40 weeks</p>	<p>This course completes the Checkpoint A objectives of the New York State Syllabus. Students will take the New York State proficiency examination, prepared by the New York State Board of Regents, which gives them their first unit of credit in Foreign Language Study. Students cover the regular reading, writing and speaking tasks meeting the performance objectives outlined in the New York State Standards. In addition many enrichment activities and projects are included in the course which motivate these Honors students to achieve a high level of proficiency in the language that they are studying. Prerequisite: Ninety-three or above in Language 7 in all four quarters and on the final examination, outstanding speaking and listening skills, and teacher recommendation.</p>
<p>Basic Spanish Grades: 8 Course Length: 40 weeks</p>	<p>This course is for Eighth Grade students who failed or had great difficulty with any language course in the seventh grade or for new entrants into the district who have not studied foreign language. It provides them with the first half of the Checkpoint A Spanish objectives presented in a remedial fashion, and gives students extra time to study the Checkpoint A objectives which they will complete at the end of Grade 9. As in grade 7 the course is based on the New York State Learning Standards for Languages Other Than English which include Communication and Cultural Understanding. Performance objectives in speaking, listening, reading and writing form the basis of the curriculum. Passing Checkpoint A is a New York State requirement for graduation.</p>

Languages Other Than English (LOTE)



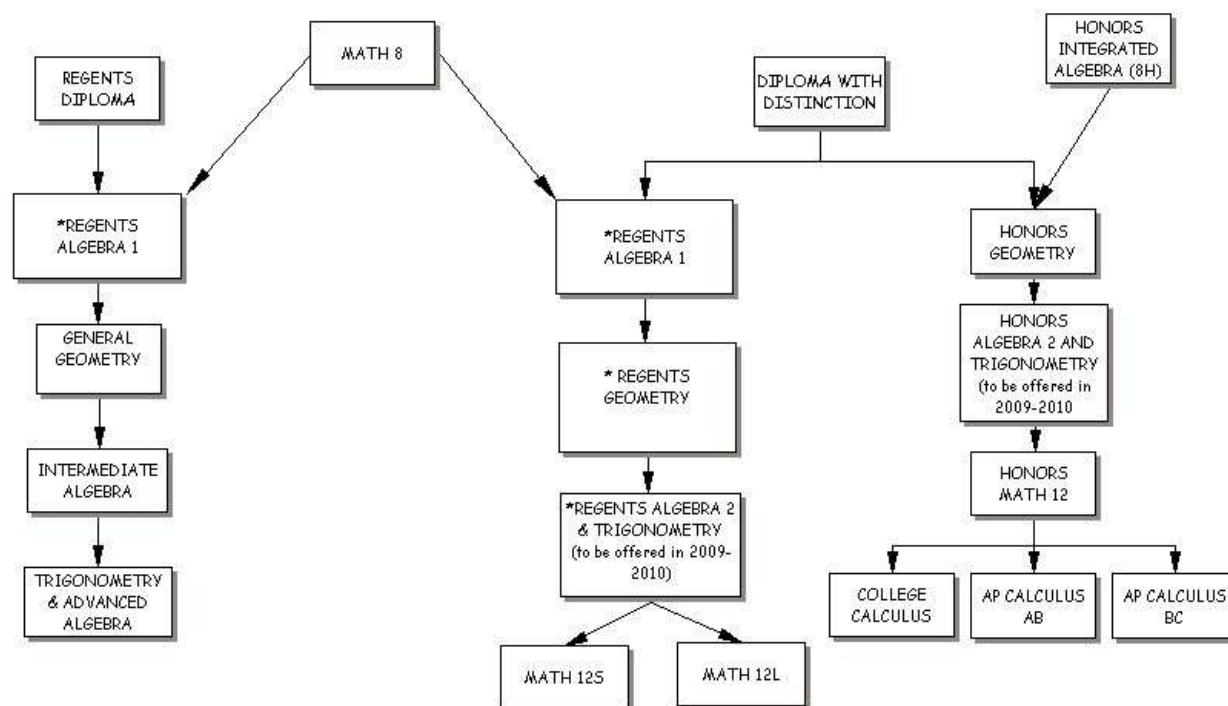
Mathematics

Mathematics 6 Grades: 6 Course Length: 40 weeks	This course is the introductory middle school mathematics course which is based upon the spiral curriculum concept and provides for the continuous development of the skills, concepts and strategies developed in the lower levels. There is an emphasis placed on developing students' problem solving strategies and selected topics of the middle level sequence are taught to mastery. The sixth grade areas of study include problem solving, number and operations, patterns and functions, algebra, geometry, probability and statistics.
Mathematics 7 Grades: 7 Course Length: 40 weeks	This course is designed to continue the development of students' problem solving skills and to deepen their understanding of the skills and concepts necessary for students to be successful at higher levels of instruction. Particular attention is given to the relationship of mathematics to all other areas of study and real life applications. Since the curriculum is spiraled, the topics studied in grade 6 are reviewed and extended.
Mathematics 8 Grades: 8 Course Length: 40 weeks	This course consists primarily of pre-algebra topics with a focus on real world applications. Topics include properties of real numbers, solving linear equations and inequalities, graphing functions, exponents and scientific notation, and geometry. All eighth grade students will take the N.Y.S. grade 8 Mathematics assessment in the spring.
Honors Algebra 1 Grades: 8 Course Length: 40 weeks	This course is Integrated Algebra, the new New York State first course in its three year sequence, replacing Math A. Students will develop skills and processes to be applied to problem solving in a variety of settings including: linear equations, quadratics functions, absolute value and exponential functions, coordinate geometry, systems of equations, data analysis, right triangle trigonometry and probability. This course culminates with the New York State Integrated Algebra Regents in June.
Math Seminar Grades: 7 Course Length: TBA	Students enrolled in Math Seminar will explore mathematics through hands-on and minds-on activities and projects. They will learn how to design a survey and analyze statistics, work with magic squares, design rooms, and, in general, learn some new topics in mathematics and apply the mathematics they have learned. The Math Seminar curriculum also includes a head-start for the study of algebra with the inclusion of pre-algebra activities.

Mathematics

MATHEMATICS DEPARTMENT (9-12)

Freshmen Entering High School in 2008-2009 School Year



ELECTIVES

COMPUTER PROGRAMMING
AP COMPUTER SCIENCE A
AP STATISTICS

ADVANCED COMPUTER PROGRAMMING
AP COMPUTER SCIENCE AB
PRACTICAL APPLICATIONS OF MATHEMATICS
MATH CONNECTIONS

*Students may be required to enroll in a Lab class for Algebra 1, Geometry, or Algebra 2 and Trigonometry

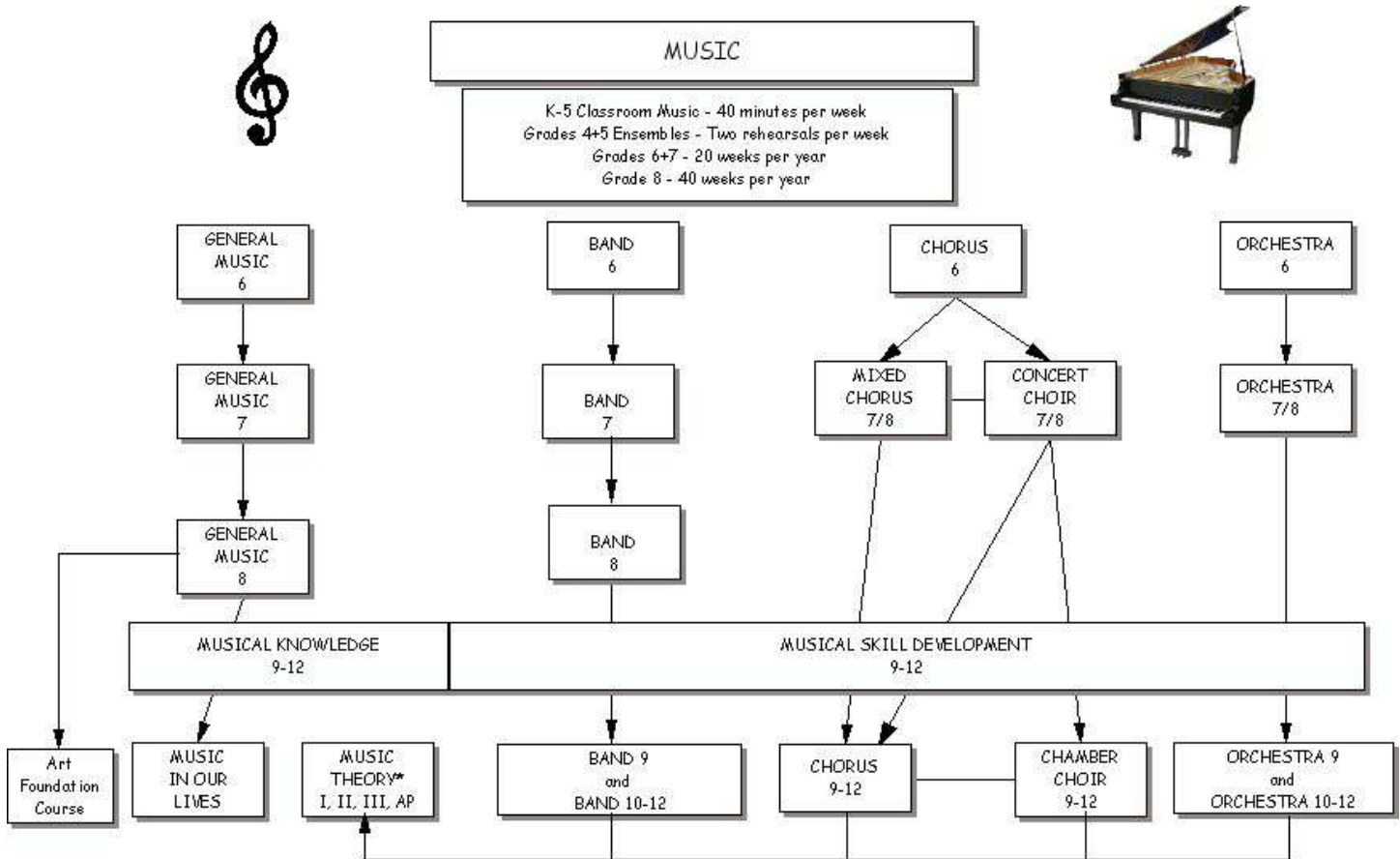
Music

Band Grades: 6 Course Length: 40 weeks every other day	This ensemble is for sixth grade students continuing in the instrumental program begun in elementary school. Students not previously involved may only participate after displaying the necessary skills by audition. Emphasis is placed on development of technical and reading skills. Performance literature will be selected from the list of standard middle school repertoire. Weekly rotation lessons and all performances are required and are considered in the grading process. Prerequisite: Recommendation of Department.
Band Grades: 7 Course Length: 40 weeks, every other day	This ensemble consists of 7 th grade wind, brass and percussion students continuing in the program from 6 th grade. Weekly rotation lessons, concert and parade performances are required and are considered in the grading process. Assignment to this ensemble will be made by the music teacher. This ensemble will perform standard middle school band literature. Prerequisite: Recommendation of Department.
Band Grades: 8 Course Length: 40 weeks, full year	This ensemble consists of 8 th grade wind, brass and percussion students continuing in the program from 7 th grade. Weekly rotation lessons, concert and parade performances are required and are considered in the grading process. Assignment to this ensemble will be made by the music teacher. This ensemble will perform a more difficult level of literature. Prerequisite: Recommendation of Department.
Orchestra Grades: 6 Course Length: 40 weeks, every other day	This ensemble is for sixth grade students continuing in the string program begun in elementary school. Students not previously involved may participate after displaying the necessary skill by audition. Emphasis is placed on the development of technical and reading skills. Performance literature will be selected from a list of a standard middle school repertoire. Weekly rotation lessons and all performances are required and are considered in the grading process. Prerequisite: Recommendation of Department.
Orchestra Grades: 7 Course Length: 40 weeks, every other day Grades: 8 Course Length: 40 weeks, full year	The orchestra consists of 7 th and 8 th grade students continuing in the program from 6 th grade. Emphasis is placed on continued skill development and the performance of standard middle school literature. Weekly rotation lessons are required and are considered in the grading process. Prerequisite: Recommendation of Department.
Chorus Grades: 6 Course Length: 40 weeks, every other day	Participation is open to all 6 th grade students who complete a successful audition or receive the recommendation of their elementary choral teacher. Emphasis is on voice placement and development, music reading and ear training. Standard SA/SSA middle school choral literature is selected for study and performance. Weekly rotation lessons and all performances are required and are considered in the grading process. Prerequisite: Recommendation of Department.

Music

<p>Mixed Chorus</p> <p>Grades: 7</p> <p>Course Length: 40 weeks, every other day</p> <p>Grades: 8</p> <p>Course Length: 40 weeks, full year</p>	<p>Membership is open to all 7th and 8th grade students who receive the approval of the chorus teacher. Students not previously involved in the choral program must audition prior to placement. Emphasis is placed on the development of proper vocal techniques, music reading, ear training and the performance of standard 3 and 4 part choral literature. Weekly rotation lessons and all performances are required and considered in the grading process. Placement will be made by the music teacher. This ensemble will perform standard middle school choral literature.</p> <p><i>Prerequisite:</i> Recommendation of Department.</p>
<p>Concert Choir</p> <p>Grades: 7</p> <p>Course Length: 40 weeks, every other day</p> <p>Grades: 8</p> <p>Course Length: 40 weeks, full year</p>	<p>Membership is open to all 7th and 8th grade students who receive the approval of the chorus teacher. Students not previously involved in the choral program must audition prior to placement. Emphasis is placed on the development of proper vocal techniques, music reading, ear training and the performance of standard 3 and 4 part choral literature. Weekly rotation lessons and all performances are required and considered in the grading process. Placement will be made by the music teacher. This ensemble will perform a more difficult level of choral literature.</p> <p><i>Prerequisite:</i> Recommendation of teacher.</p>
<p>General Music</p> <p>Grades: 6</p> <p>Course Length: 40 weeks, every other day</p> <p>Grades: 7</p> <p>Course Length: 40 weeks, every other day</p> <p>Grades: 8</p> <p>Course Length: 40 weeks, full year</p>	<p>This course is designed to give students in grades six through eight an overview of the elements, history and role of music in today's society. Students will be encouraged to participate in performing and creating music through a balanced program of study based upon the MENC (national) Standards and the NYSED Standards for middle level education. Students will be performing and composing music through a "hands-on" experience with digital keyboards at various stages of the curriculum. They will also have the opportunity to see the correlation between music arts and other academic areas while receiving an overall appreciation of music.</p>

Music



NOTE: "General Music 8" students may take either "Music In Our Lives" or a foundation art course to satisfy the required one unit graduation credit in the arts

* Music Theory III and AP Music Theory may be offered as Independent Study

FIVE (5) UNIT SEQUENCES

Music Major

3 credits - Skill Development
2 credits - Musical Knowledge

Fine Arts Major

1 credit - Studio in Art
1 credit - Musical Knowledge
3 credits - Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

Physical Education Department

Physical Education Department

Physical Education is a New York State required course. Successful completion of 40 weeks (alternating days) during grades 6, 7, and 8 of physical education is necessary in order to graduate from the middle school.

Education Law, Section 803 and 3204 and Regulations of the Commissioner of Education, Section 135.4 mandate physical education for all pupils in of New York State.

The physical education experience is designed to facilitate and include a wide variety of sport and physical activities for all Half Hollow Hills Middle School students. The developmentally diverse middle school student will experience shorter units of instruction with an emphasis on proper skill technique and through practice begin using these skills in a variety of lead up games that ensure success. Students will also begin to use tactical strategies in game play. To accomplish this objective, the benefits of sport and physical activity are taught throughout 8 different categories. These activities have been designed to provide a maximum opportunity for all students and meet the New York State Learning Standards listed below.

Learning Standard 1A: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities.

Learning Standard 1B: Students will design personal fitness programs to improve aerobic endurance, flexibility, muscular strength, endurance, and body composition.

Learning Standard 2A: Students will demonstrate responsible personal and social behavior while engaged in physical activity.

Learning Standard 2B: Students will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication.

Learning Standard 2C: Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Learning Standard 3A: Students will be aware of and able to access opportunities available to them within their community to engage in physical activity.

Learning Standard 3B: Students will be informed consumers and able to evaluate facilities and programs.

Learning Standard 3C: Students will be aware of some career options in the field of physical education and sports

Physical Education Department

Sport and Physical Activity Menu

Team Passing Games	Net/Wall Games	Target Games	Striking/Fielding Games
Basketball	Badminton	Golf	Softball
Floor Hockey	Handball		
Flag Football	Pickle-Ball		
Soccer	Volleyball		
Speedball			
Team Handball			
Ultimate Frisbee			

Dance & Aesthetics	Outdoor Activities	Personal Performance Activities	Fitness Activities
Ballroom Dance (salsa, meringue, waltz, tango)	Adventure Education	Aerobic Dance	Cardio Kick-Boxing
Creative Dance	Orienteering	Distance Running	Fitnessgram Testing
Dance Dance Revolution (DDR)	Wall Climbing	Self Defense	Pilates
Hip Hop Dance		***Swimming (7 th grade)	Step Aerobics
		Walk/Jog/Run	Tae Bo
		Yoga	Weight Training

Physical Education Activities Will Include:

Adapted Physical Education	Pickle-Ball
Adventure Education	Pilates
Aerobics/Step Aerobics	Progressive Resistance Exercise (Weight Training)
Badminton	Self Defense
Basketball	Soccer
Cardio Kick-Boxing	Softball
Fitnessgram Testing	Speedball
Flag Football	Tae Bo
Floor Hockey	Team Handball
Golf	Ultimate Frisbee
Handball	Volleyball
Jogging/Walking	Wall Climbing
Orienteering	Yoga

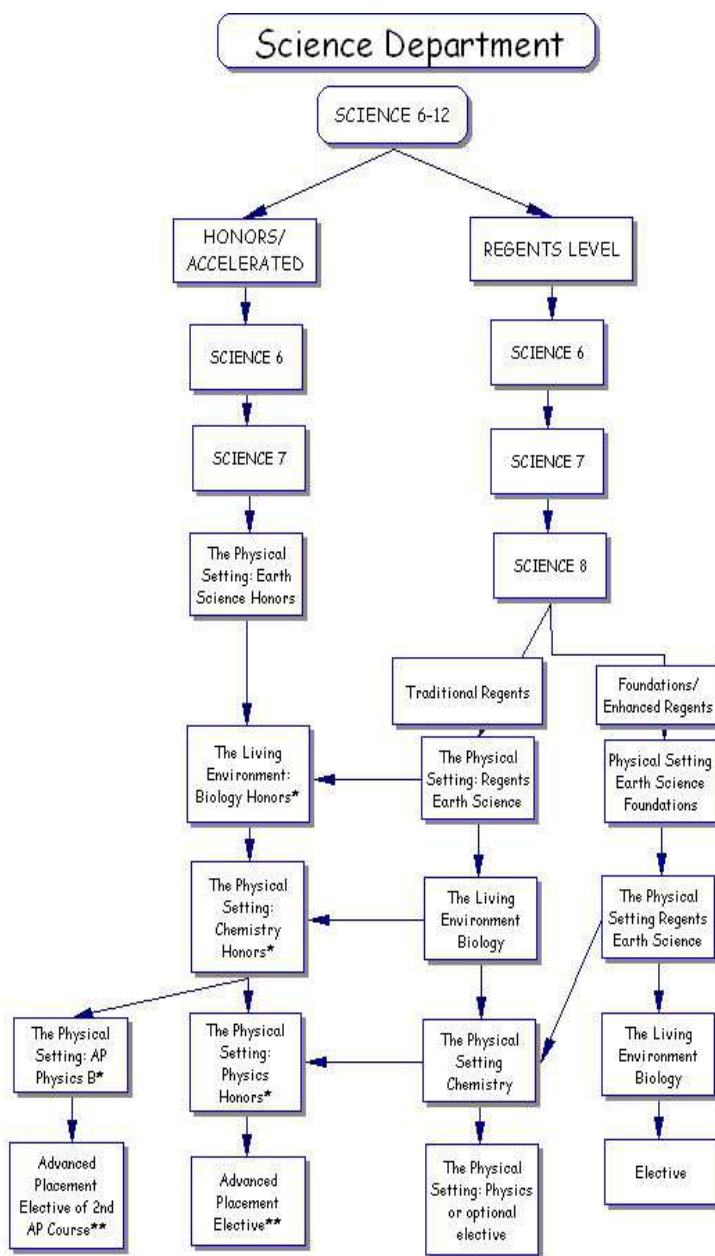
Science Department

Science 6 Grades: 6 Course Length: 40 weeks	<p>Science 6 is a transitional course between the elementary and middle level science program. The course continues to develop the skills and concepts established in our Elementary Science K-5 program. Science 6 is the second step in the spiraled approach toward the development of skills and cognitive understandings for grades five through eight. The program, containing elements of Earth, Life and Physical Science delves into the fundamental aspects of these sciences while establishing additional skills needed for success in middle level science study. Students develop skill in performing and evaluating basic experiments while following the steps of the scientific method, as well as gaining proficiency in the use of scientific tools such as the microscope and the balance. Students will study such diverse topics as meteorology, climatology, genetics, and living systems and gain an understanding of the effects of gravitational forces on objects and learn the basic concepts of simple machines. The sixth grade science program is actively involved in several exciting multi-disciplinary activities including participation in the Cold Spring Harbor Laboratory's Intensive Enrichment Genetics Program, where students learn the basics of genetic literacy.</p>
Science 7 Grades: 7 Course Length: 40 weeks	<p>Science 7 continues the investigation into science topics introduced during science programs in grades five and six. Foundation skills are reinforced as students begin the transition to a full laboratory program while the content and skills of physical, life and Earth science are further developed. Students gain additional knowledge in basic chemistry, mineralogy, as well as an increased understanding of the animal and plant sciences. Students have an opportunity to participate in an authentic science field program which strongly supports the curriculum and the New York State Standards. Students in grade 7 are provided with the chance to participate in the Long Island Congress, an activity where team and independent research projects are presented. Students may also compete in the Science Olympiad competition by joining a coached school team to participate in a variety of science oriented competitions. The Science 7 curriculum culminates with performance activities and a departmental final examination.</p>
Science 8 Grades: 8 Course Length: 40 weeks	<p>The Science 8 curriculum completes the integrated science experience for students in the middle school. Foundations skills and laboratory techniques are refined as students are prepared for the rigorous Regents requirements of the high school. The basic content areas of life, physical and especially Earth science are part of the curriculum plan which prepares students for success on the NYS Intermediate Level Science Assessment which consists of both written and lab performance components. Students in grade eight are also given the opportunity and support to participate in the Science Olympiad, as well as the Long Island Science Congress, where team and individual science research projects are presented.</p>

Science Department

<p>Earth Science</p> <p>Grades: 8</p> <p>Course Length: 40 weeks</p>	<p>Earth Science is the first step of participation in the honors level Regents science sequence. This rigorous course of study focuses primarily on preparing students for success on the high school level Regents examination in Physical Setting-Earth Science. The program encourages students to investigate their world through first hand experiences both inside and outside the science classroom. Students gain new understanding of the world around them, and the processes of change. By investigating the systems of the Earth and their interactions, students learn to appreciate the dynamic equilibria of our planet. Students grow to understand our dependence on the Earth's finite resources, and limited ability to recover from abuse. Students perform numerous laboratory investigations as they study the basic processes producing changes in the Earth's crust, atmosphere, and oceans. The principles of chemistry, physics, biology and mathematics are integrated into topics such as the atmosphere, the water cycle, climates, the Earth in space, environmental awareness and rocks and minerals. The course meets for 7½ periods each week and culminates with an authentic assessment of student knowledge including laboratory investigations, field studies, a laboratory practicum and a multi part Regents examination. Students in this program are expected to maintain an average of at least 85. Students taking this high school level course will receive a numeral grade that will become part of the student's high school transcript. Extra honors-enrichment work is assigned quarterly.</p> <p>Prerequisite: Departmental recommendation based upon math and science achievement in grades 6 and 7 as well as on standardized tests. A grade of at least 90% in Science 7 is required.</p>
---	--

Science Department



- Electives**
- Anatomy and Physiology
 - Astronomy
 - Forensics-Criminalistics
 - Genetics
 - Marine Science A and B
 - Meteorology
 - Practical Chemistry A and B
 - Practical Physics A and B
 - Mythology in the Stars

- Advanced Placement Courses****
- AP Biology
 - AP Chemistry
 - AP Environmental Science
 - AP Physics "B"
 - AP Physics "C"
 - AP Psychology

* Indicates that student will be qualified to take The College Board SAT II Subject Test upon successful completion of the course
 ** Indicates that student will be prepared and expected to take the Advanced Placement examination for this course

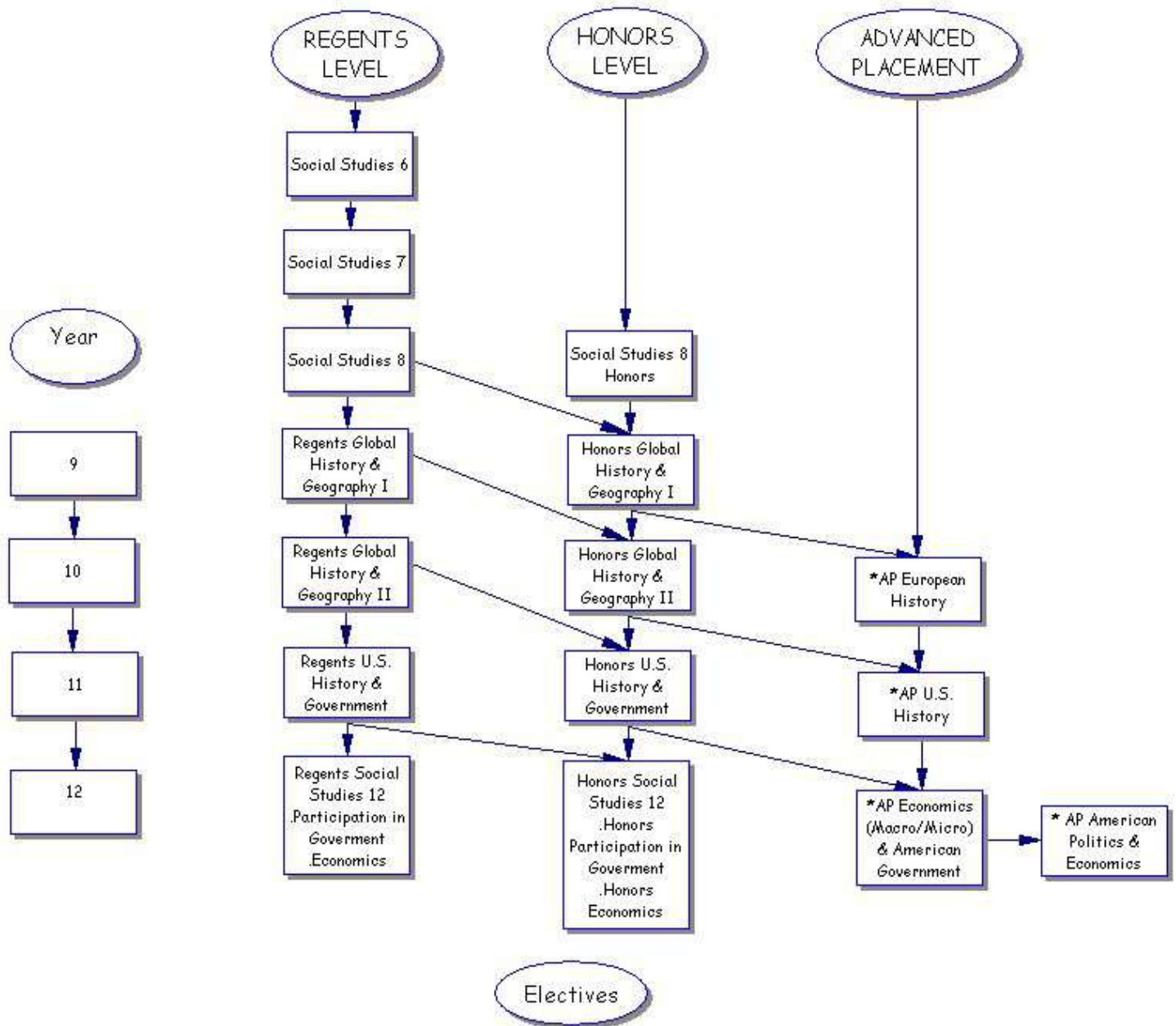
Admission to any Regents examination requires the successful completion of the lab requirements for that course

Social Studies

Social Studies 6 Grades: 6 Course Length: 40 weeks	This is a one year course that emphasizes the interdependence of all people, primarily in the Eastern Hemisphere. It provides students with a basic understanding of the economic, political, and social developments of the Eastern Hemisphere from Early Man to the Age of Exploration. Among the civilizations and time periods highlighted are: Mesopotamia, Egypt, Greece, Rome, traditional China, and the Middle Ages. Students will also learn research skills as well as how to analyze historical primary sources appropriate for this course.
Social Studies 7 Grades: 7 Course Length: 40 weeks	This first year of a two-year study of American History provides students with a basic understanding of the economic, political and social events and movements of the Americas from pre-Columbian times through the Civil War and Reconstruction. While emphasizing the development of the United States and tracing its early history, parallel trends and time frames in New York State history are also considered. Students will also learn research skills as well as how to analyze historical primary sources appropriate for this course.
Social Studies 8 Grades: 8 Course Length: 40 weeks	The second year of a two-year study of American History provides students with a basic understanding of the economic, political, and social events and movements from the mid-19th century to the present, with parallels drawn to New York State history. The course begins after the Reconstruction Period and concludes with a study of present day America. Students will learn research skills as well as how to analyze historical documents relevant to this historical period. At the conclusion of this course, students will take the Grade 8 Intermediate Level N.Y.S. Social Studies Assessment.
Social Studies 8 Honors Grades: 8 Course Length: 40 weeks	This second year of a two-year study of American History provides students with a more in-depth understanding of the economic, political, and social events and movements from the mid-19th century to the present, with parallels drawn to New York State history. Debates, major research projects and thought-provoking classroom discussions are all traditionally part of this course. Students will learn more advanced research skills as well as how to analyze historical documents relevant to this historical period. They will be challenged by rigorous assignments and materials. At the conclusion of this course, students will take the Grade 8 Intermediate Level N.Y.S. Social Studies Assessment. <i>Prerequisite:</i> A minimum of an “A” in Social Studies 7 and/or recommendation of the Department.

Social Studies

SOCIAL STUDIES



1 Credit Course - Experience in Law

1/2 Credit Courses - Exploring Teaching, Criminal Justice, Psychology, The Holocaust and other acts of Genocide, Sports in American History and Society, Comparative Religion, Sociology, African American History, Hollywood and History: Fact or Fiction

*The College Board Advanced Placement Test will be taken upon completion of the course

Technology

Computer Technology Grades: 6 Course Length: 20 weeks	In this course, student computer skills are extended through the daily use of tool software such as <i>Microsoft Office</i> , <i>Adobe Photoshop Elements</i> , and the Internet. Course work includes creating and editing reports and presentations; using the Internet as a tool to obtain information; and creating, editing and manipulating graphic images.
Technology Grades: 7, 8 Course Length: 20 weeks	<p>Technology education is a comprehensive overview of the rapid changes in the technological society of the present and the future. Class discussions include the study of the future of technology and its applications to occupations.</p> <p>This introduction to technology program is developed in concert with the New York State Regents mandates. It is a forty-week program, with 20 weeks of instruction in grades 7 and 8. Activities are based on ten learning modules, from the history of technology to the use of computers and automated systems. It is stressed that technology is actually the application of academic knowledge to solve man's practical problems and extend human capabilities. Technology education enhances science, math, social studies and language arts skills, and gives a practical application of this knowledge.</p> <p>Areas of student exploration are communication, information retrieval, transportation, energy, construction, electronics and computer application. Students work in cooperative groups and become involved using the problem solving approach to understand technology and its application to our every day lives. Students are taught through hands on lab activities utilizing materials, tools, instruments and equipment for the safe completion of their experiences.</p>