



## Middle School Course Catalog

To Our Parents:

The Middle School years comprise one of the most challenging stages of “growing up”. The intent of the middle school is to provide students with a child-centered environment that permits a wide range of learning and social experiences conducive to learning. It is a transitional school where the concept of planned gradualism links the elementary school and the high school. .

The Middle School should be a place where every student has a special reason for attending. Therefore, the middle school staff is committed to helping every student:

- Build on past learning for the present and the future
- Learn how to become a self-reliant and self-directed learner
- Understand and be sensitive to others
- Have a positive self-image to foster sound mental and physical health
- Contribute to their home and community environments
- Be aware of jobs and career options
- Express themselves in a creative manner
- Experience growth
- Cope with change and persevere

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## Fifth Grade Program - *Class of 2030*

### FIFTH GRADE BASIC PROGRAM

Students will be scheduled into a program with their regular 5th grade classroom teacher that may include a block of time for core subjects such as language arts and science or social studies and reading. In addition, the other periods will be used for a diversified program.

### FIFTH GRADE SUBJECT LIST

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Art	5
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English Language Arts (ELA)	6
Math	7-8
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## FIFTH GRADE SCHEDULE

The schedule for a fifth grade student is predetermined because it includes all NYS-mandated subjects. A typical fifth grade school day may appear as follows:

PERIOD	SEMESTER(S)	SUBJECT	DURATION
0	Full Year	Performing Music	40 weeks, before school
1 CORE	Full Year	Social Studies	20 weeks, alternating with Science
2 CORE	Full Year	ELA I & ELA II	40 weeks, 90 minutes
3 CORE	Full Year	Math I & Math II	40 weeks, 90 minutes
4		Lunch	
6 CORE	Full Year	Science	20 weeks, alternating with Social Studies
7	Full Year, A or B days Semester, A or B days Semester A or B days	Physical Education Music World Language	40 weeks, alternate days 20 weeks, alternate days 20 weeks, alternate days
8	Fall/Spring	Art STEM Health FACS	10 weeks, 4 days per week

### Fifth Grade Required Subjects - Class of 2030

#### ART

The purpose of the visual arts program is to cultivate arts literacy. It is designed to nurture innate creativity, provide students with a strong foundation in a variety of art techniques, and develop a deep appreciation for the aesthetic, intellectual, and cultural aspects of the visual arts. Whether you are a budding artist eager to hone your skills or a curious learner desiring to explore the visual arts realm, there is a place for you in our vibrant middle school artistic community. Importantly, the visual arts develop essential qualities of teamwork, collaboration, problem-solving, and flexibility, as well as an appreciation and respect for others' ideas and personal expressions. The richness of the visual arts and its contribution to higher-level thinking and learning demand that every student have access to the knowledge, skills, and understandings of visual arts education.

Here in our middle schools, art instruction is offered in grades 5, 6, and 7, as well as an elective art offering in grade 8.

#### **FIFTH GRADE ART, 10 WEEKS**

In this first year of middle school, students will refine the skills acquired in earlier years of art through the exploration of two and three-dimensional art-making activities. They will continue to develop skill in discussing and analyzing their own art, historical works of art, and art in their own environment. Recognizing and using the elements and principles of design will be emphasized. Students will create original works inspired by what they see, know, feel, and imagine. Refinement of skills in the use of a variety of drawing tools and media coupled with a problem solving approach to create will be encouraged in all activities. Multi-step processes will be employed.

In Art 5, lessons will include the study of artistic styles and traditions in a variety of world cultures. Students will gain information regarding careers in art and related fields and the roles of museums will be explored as well as the use of technology in art. Understanding, appreciating, and discussing art will be the integral part of the learning process. Additionally, art lessons will support New York State Learning Standards for the Arts by reinforcing the arts literacy skills necessary for students to meet grade-level expectations.

### **HEALTH**

#### **FIFTH GRADE HEALTH EDUCATION, 10 WEEKS**

The fifth grade required health education curriculum addresses issues concerning improved personal health, mental health and avoidance of substance abuse.

Fifth graders will learn how to achieve overall wellness by exploring their own choices. Units offered will include positive mental health, substance abuse awareness (nicotine, alcohol and other drugs), disease prevention, and growth and development. Our curriculum is consistent with the the New York State Learning Standards for Health education by reinforcing the academic skills necessary for students to meet grade-level expectations

### **FAMILY AND CONSUMER SCIENCES**

#### **FIFTH GRADE FAMILY AND CONSUMER SCIENCES, 10 WEEKS (NMS)**

#### **FIFTH GRADE FAMILY AND CONSUMER SCIENCES, 10 WEEKS (ENMS)**

Family and Consumer Sciences is a course designed to help students live in a society of constant change by preparing each person to meet responsibilities as a family member, consumer, home manager, and wage earner. Students will learn to make sound decisions, think constructively, solve problems and develop management skills. The course is divided into five sections.

These are:

- Decision making and problem solving;

- Understanding yourself in relations to others;
- Management of clothing and personal environment;
- Understanding your role as a responsible consumer;
- Introduction to meal management, nutrition and safety.

### ENGLISH LANGUAGE ARTS (ELA)

#### FIFTH GRADE ELA, 40 WEEKS

Reflecting the Next Generation State Standards (Reading and Writing for Information and Literature; College and Career Readiness; Language), the fifth grade language arts program integrates the process of reading, writing, speaking, and listening for information and literary expression. The program helps students view reading and writing as tools to help them grow their thinking about themselves and the world around them. Students read texts on their independent reading levels and on grade level from a variety of genres and time periods to develop an understanding of text features and to consider varied perspectives and viewpoints. Additionally, students consider how different texts address a targeted audience and purpose. Grammar, usage, vocabulary, spelling, and stylistic aspects of language skills are addressed as a component of reading comprehension and composition. Students also develop informational research skills. Fifth grade students in need of additional support will be placed in an ELA class taught by a collaborative team of teachers. This model allows for differentiated instruction for all students. Students will take a New York State English Language Arts Test in the spring.

### MATH

#### MATH I /MATH II, 40 WEEKS

In fifth grade, students continue their study of the mathematics curriculum outlined in the NYS Learning Standards. The Learning Standards focus on (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimals into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. As students engage in the study of mathematics curriculum, they simultaneously engage in the eight Standards for Mathematical Practice:

- 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 reasoning.

All fifth grade students are expected to take the New York State Grade 5 Mathematics Test in the spring.

#### FIFTH GRADE MATH/AIS

Students who are identified based upon multiple measures, as specified in the Board-approved District Academic Intervention Services (AIS) Plan, will be provided academic intervention services during Math II instruction.

### MUSIC

#### FIFTH GRADE GENERAL MUSIC, 20 WEEKS (ALTERNATE DAYS)

The fifth grade student continues the learning spiral of the interrelationship of the elements of music, which include rhythm, melody, harmony, form, and how they give it its' expressive qualities. Students will be able to express themselves musically both as soloists and members of a group. In addition, students are required to complete individual projects in an area of special interest.

### PHYSICAL EDUCATION

#### FIFTH GRADE PHYSICAL EDUCATION, 40 WEEKS (ALTERNATE DAYS)

Physical Education is a vital component of the students' overall educational process. Physical education promotes physical, cognitive, social, and emotional development in order to develop the total individual. The program at the middle school is diverse enough not only to provide activities to help students meet their full potential, but also to allow them to effectively make choices related to their physical fitness, health and well-being.

Physical education activities offered in the fifth grade include: basketball, weight-training/circuit training, volleyball, fitness concepts and testing, soccer, softball, project adventure, badminton, ultimate frisbee, yard games and CPR/AED training (no certification).

### SCIENCE

#### FIFTH GRADE SCIENCE (20 WEEKS)

Students in middle school develop understanding of key concepts in the earth and space sciences, life sciences, and physical sciences. Performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge and understanding to explain natural scientific phenomena. The middle level science program uses an integrated inquiry-based approach that is designed to teach students the way they learn best, by thinking, talking, writing, and doing science with hands-on/minds-on activity.



This concentration on three dimensional teaching and learning is consistent with the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013). The NYSSLS are guiding documents grounded in the most current research in science education and learning. Grade 5 Science follows the elementary model, where students alternate studying one unit of Science and one unit of Social Studies each trimester. Topics to be addressed through this integrated approach in Grade 5 primarily include: structure and properties of matter, matter and energy in ecosystems, and the Earth and space systems. Students are expected to sit for the NEW NYSSLS Grade 5 Science Test beginning in June, 2024.

Science practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world. As students engage in the study of science curricula, they simultaneously engage in the eight Standards for Scientific Practice:

- |   |  |
|---|--|
| 1. Asking questions and defining problems   | 5. Using mathematics and computational thinking        |
| 2. Developing and using models              | 6. Constructing explanations and designing solutions   |
| 3. Planning and carrying out investigations | 7. Engaging in argument from evidence                  |
| 4. Analyzing and interpreting data          | 8. Obtaining, evaluating and communicating information |

## SOCIAL STUDIES

Grade 5 Social Studies follows the elementary model, where students alternate studying one unit of Science and one unit of Social Studies each trimester. The three units are described below, but each unit, as is our practice in social studies, follows a thematic approach to learning, where students explore “big ideas” through “essential questions” ([linked here](#)). Emphasis is placed on geographic and chronological reasoning, as well as gathering, using and interpreting evidence. We encourage students to relate their experiences in social studies to their own lives to help them better understand their relation to and participation with other individuals, the larger community, and the world as a whole.

### FIFTH GRADE SOCIAL STUDIES – THE WESTERN HEMISPHERE (20 WEEKS)

Students in fifth grade study three topics through the lens of the Western Hemisphere (Ancient Societies, Government, and Immigration). In the first trimester, students explore the geography, history, and culture of the Ancient Aztec, Incan, and Mayan civilizations as well as modern Mexico. In the second trimester students explore various aspects of governments of the countries of the Western Hemisphere. In the third trimester, students explore the push and pull factors of immigration through a historical study of immigration to the United States as well as modern issues of immigration in the Western Hemisphere.

## STEM ENRICHMENT for ALL

### FIFTH GRADE STEM ENRICHMENT (10 WEEKS)

STEM Enrichment for All encompasses the processes of critical thinking, analysis, and collaboration in which students integrate concepts in real world contexts of science, technology, engineering, and mathematics. STEM education in middle school motivates and engages students to define problems with precision, design unique solutions using a systematic method, and test and analyze their results in order to modify the design and reach an optimal solution. Middle school engineering design standards are within the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013).

Grade 5 STEM Enrichment for All begins with students learning to create code in *Scratch* using blocks and scripts to program their own interactive stories, games, and animations. Programmer's notebooks, tutorials, and computer science challenges will engage students as they ultimately prepare for a Game Jam Challenge where their skills will be put to the test in a multiplayer game of their own design!

During the second half of STEM Enrichment, fifth grade students will work in teams to write *Scratch* code and build Lego-based Microduino systems known as Itty Bitty Buggy & Sloth. They will explore the physics of forces & motion, gears & levers as well as basic electronic circuitry. Our young engineers will engage with systems thinking and design in the form of engineering notebooks, tutorials, and assembly and coding quests leading up to a Sloth Race to the Finish!

## World Language Exploration for ALL

### FIFTH GRADE World Language Exploration (20 WEEKS - ALTERNATING DAYS)

Students will complete a 1 semester A/B day course in which they will experience and learn about Spanish, Italian, and French languages, as well as the cultures of the countries where those languages are spoken. Students in the grade 5 exploration course will engage in language learning by practicing listening, speaking, some basic reading and basic writing skills with the goal of gaining an appreciation for and understanding of all three languages and cultures offered in the district. During the course of 5th grade students will select their preferred language in order to begin their dedicated language sequence in 6th grade.

## **Fifth Grade Performing Musical Organizations - Class of 2030**

### FIFTH GRADE CHORUS, 40 WEEKS

All fifth grade students are enrolled in chorus. Ensemble rehearsals are held during the day, once per week. In addition to a general chorus, each school offers singers of more advanced ability the opportunity to audition for a select chorale. Students are encouraged to participate in the New York State School Music Association (NYSSMA) Solo and Small Ensemble Festival and may be recommended for participation in the Suffolk County Music Educators Association (SCMEA) All-County Chorus. *Participation in all public performances is a requirement of the course.*

#### FIFTH GRADE BAND, 40 WEEKS

The band program includes small group lessons given during the school day on a weekly rotating basis, and full ensemble rehearsals held during two special music periods per week before school ("zero period"). Instruction of all band instruments is offered. In addition to the concert band, an after school jazz ensemble is offered at each middle school on an audition only basis. Students are encouraged to participate in the NYSSMA Solo and Ensemble Festival. Outstanding students may be recommended for selection to the Suffolk County Music Educators Association (SCMEA) All-County Band. *Participation in all public performances is a requirement of the course.*

#### FIFTH GRADE ORCHESTRA, 40 WEEKS

The orchestra program consists of small group lessons in violin, viola, cello, and bass are given during the school day on a weekly rotating basis and full string rehearsals held during two special music periods per week before school ("zero period"). Students are encouraged to participate in the NYSSMA Solo and Small Ensemble Festival. Outstanding students may be recommended for selection to the Suffolk County Music Educators Association (SCMEA) All-County String Orchestra and/or may be recommended to the Long Island String Festival Association (LISFA) String Orchestra. *Participation in all public performances is a requirement of the course.*

## Fifth Grade School Services

#### LIBRARY FIFTH GRADE LIBRARY

The School Library Media Center is an extension and expansion of the learning that begins in the classroom. It exists to support and enhance the objectives of all curriculum areas. In the 5th grade, library skills that were previously taught are reinforced while many new library skills, particularly in using reference and electronic information, are introduced and expanded. One of the primary objectives of the middle school library program is to help each student develop a high degree of independence in the use of print and non-print materials as well as to encourage reading enrichment. Our ultimate goal is to assist our students in becoming lifelong learners and readers.

The library media specialist purposefully selects and meaningfully presents literature that will enrich children's language experiences and will stimulate their imagination. The media specialist also selects materials appropriate to teacher and student needs in support of the curriculum.

## COUNSELING CENTER

### FIFTH GRADE COUNSELING GROUP WORK

Counseling group work is part of the guidance curriculum. Counselors work in small groups with students to help them:

- Adjust to the new middle school environment;
- Become acquainted with guidance services;
- Begin to explore their concerns as young adolescents.

### FIFTH GRADE CAREER DECISION MAKING

The Career Decision Making Program will be offered to all students. Counselors will provide students with the opportunity to acquire knowledge and skills to:

- Develop an understanding of the components involved in decision making;
- Develop awareness of how their beliefs affect the decision-making process;
- Make healthier decisions related to themselves and school.

### STUDENT SUPPORT CENTER

The Student Support Center program (SSC) is a dual functioning mental health program providing students with preventative/developmental and interventional counseling services. These services are coordinated with each student's guidance counselor. The preventative/developmental portion consists of:

- Individual counseling;
- Group counseling;
- Crisis intervention.

These services are available to all grades. Students may self refer or be referred by administration, a staff member or their parent.

The intervention portion is an alternative educational assignment. Students may be placed in the SSC by either building administrator for infractions of school rules and/or policies. This assignment may be for as short as a single period, up to five full days. When assigned to the SSC the student will:

- Speak individually with his/her Counselor to discuss his/her ownership of the behavior;
- Develop a plan or procedure to correct the behavior which caused the initial in school suspension;
- Perform all academic work provided.

## Fifth Grade Support Programs & Other Information

### ACADEMIC INTERVENTION PROGRAMS

In fifth grade students will be provided with academic intervention in ELA and/or math. Students are identified based upon multiple measures as specified in the Board-approved District Academic Intervention Services (AIS) Plan. Interventions will be delivered through a collaborative team teaching model, or may be delivered by a specialist at a more intense level. AIS provides personalized teaching that aligns specifically with your child's needs. The small group instruction is aligned across disciplines to support student's success.

### SPECIAL EDUCATION SERVICES

Special Education provides a comprehensive continuum of educational services designed to support students with diverse learning needs. The goal of the Special Education Department is to teach students through an assessment and prescriptive process. The Committee on Special Education (CSE) determines eligibility for special education services, develops an Individualized Educational Program (IEP), and makes recommendations on the placement of students with disabilities in the least restrictive environment (LRE).

### ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) is available for district students who are non-native speakers of the English language and have qualified for ENL services. The ENL approach to English instruction stresses the development of communicative and linguistic competence in understanding, speaking, reading and writing. Students who require ENL instruction are taught in an integrated classroom by highly trained ENL teachers for a part of each school day. Entering and emerging level ELLs also receive a stand alone ENL class each day. A full ENL program is offered at both district middle schools. All English Language Learners are required to take the NYSESLAT (New York State English as a Second Language Achievement Test) each spring. Their score on this exam is used to determine their required services each year.

### INVESTIGATE GIFTED AND TALENTED PROGRAM

Students who participated in the INVESTIGATE program in grade 4 will continue in the grade 5 year of the program. INVESTIGATE classes are held at the Middle School building.

### EXTRA CURRICULAR & INTRAMURAL ACTIVITIES

There are extracurricular and intramural activities before and after school. These include:

- Clubs;

- Intramural activities;
- Special field trips.

## STANDARDIZED TESTS

There are State Education Department Assessments in fifth grade in English Language Arts and Mathematics.

## Sixth Grade Program-*Class of 2029*

### SIXTH GRADE BASIC PROGRAM

Students will be scheduled into a program with their regular 6th grade classroom teacher that may include a block of time for core subjects such as language arts and science or social studies and reading. In addition, the other periods will be used for a diversified program.

### SIXTH GRADE SUBJECT LIST

SUBJECT	SEE PAGE
Art	2
Health	2
Family and Consumer Sciences	3
English Language Arts (ELA)	3
Math	3
Music	4
Physical Education	4
Science	4
Social Studies	5
Technology Education	6
World Language	6
OPTIONAL- Performing Musical Organizations before school hours	6

## SIXTH GRADE SCHEDULE

The schedule for a sixth grade student is predetermined because it includes all NYS-mandated subjects. A typical sixth grade school day may appear as follows:

PERIOD	SEMESTER(S)	SUBJECT	DURATION
0	Full Year	Performing Music	40 weeks, before school
1 CORE	Full Year	Social Studies	(basic core subject)
2 CORE	Full Year	ELA	(basic core subject)
3 CORE	Full Year	Math I	40 weeks, every day
	Full Year, A or B days	Math II	40 weeks, alternate days
4		Lunch	
6 CORE	Full Year	Science	(basic core subject)
7	Full Year, A or B days	Physical Education	40 weeks, alternate days
	Full Year, A or B days	World Language	40 weeks, alternate days
8	Fall/Spring	Art Technology FACS Music	10 weeks, every day

### Sixth Grade Required Subjects - *Class of 2029*

#### ART

The purpose of the visual arts program is to cultivate arts literacy. It is designed to nurture innate creativity, provide students with a strong foundation in a variety of art techniques, and develop a deep appreciation for the aesthetic, intellectual, and cultural aspects of the visual arts. Whether you are a budding artist eager to hone your skills or a curious learner desiring to explore the visual arts realm, there is a place for you in our vibrant middle school artistic community. Importantly, the visual arts develop essential qualities of teamwork, collaboration, problem-solving, and flexibility, as well as an appreciation and respect for others' ideas and personal expressions. The richness of the visual arts and its contribution to higher-level thinking and learning demand that every student have access to the knowledge, skills, and understandings of visual arts education.

Here in our middle schools, art instruction is offered in grades 5, 6, and 7, as well as an elective art offering in grade 8.

#### SIXTH GRADE ART, 10 WEEKS

In this second year of middle school, students will refine the skills acquired in earlier years of art through the exploration of two and three-dimensional art-making activities. They will continue to develop skill in discussing and analyzing their own art, historical works of art, and art in their own environment. Recognizing and using the elements and principles of design will be emphasized. Students will create original works inspired by what they see, know, feel, and imagine. Refinement of skills in the use of a variety of drawing tools and media, coupled with a problem solving approach to create is fostered in all activities. Multi-step processes will be employed.

In Art 6, lessons will include the study of artistic styles and traditions in a variety of world cultures. Students will gain information regarding careers in art and related fields and the roles of the museum will be explored as will the use of technology in art. Understanding, appreciating, and discussing art will be the integral part of the learning process. Additionally, art lessons will support New York State Learning Standards for the Arts by reinforcing the arts literacy skills necessary for students to meet grade-level expectations.

### HEALTH

SIXTH GRADE HEALTH EDUCATION, 10 Sessions The sixth grade required health education curriculum addresses issues concerning improved personal health, mental health and avoidance of substance abuse. Sixth graders will learn how to achieve overall wellness by exploring their own choices. Units offered will include positive mental health, substance abuse awareness (nicotine, alcohol and other drugs), disease prevention, and growth and development.

### FAMILY AND CONSUMER SCIENCES

[SIXTH GRADE FAMILY AND CONSUMER SCIENCES, 20 WEEKS \(NMS\)](#)

[SIXTH GRADE FAMILY AND CONSUMER SCIENCES, 20 WEEKS \(ENMS\)](#)

Family and Consumer Sciences is a course designed to help students live in a society of constant change by preparing each person to meet responsibilities as a family member, consumer, home manager, and wage earner. Students will learn to make sound decisions, think constructively, solve problems and develop management skills. The course is divided into five sections. These are: decision making and problem solving; understanding yourself in relation to others; management of clothing and personal environment; understanding your role as a responsible consumer; introduction to meal management, nutrition and safety.



## ENGLISH LANGUAGE ARTS (ELA)

### SIXTH GRADE ELA, 40 WEEKS

Reflecting the Next Generation State Standards (Reading and Writing for Information and Literature; College and Career Readiness; Language), the sixth grade language arts program integrates the process of reading, writing, speaking, and listening for information and literary expression. The program helps students view reading and writing as tools to help them grow their thinking about themselves and the world around them. Students read texts on their independent reading levels and on grade level from a variety of genres and time periods to develop an understanding of text features and to consider varied perspectives and viewpoints. Additionally, students consider how different texts address a targeted audience and purpose. Grammar, usage, vocabulary, spelling, and stylistic aspects of language skills are addressed as a component of reading comprehension and composition. Students also develop informational research skills. Each ELA class is taught by a collaborative team of teachers. This model allows for differentiated instruction for all students.

Students will take a New York State English Language Arts Common Core Assessment.

## MATH

### SIXTH GRADE MATH I /MATH II, 40 WEEKS

In sixth grade, students continue their study of the mathematics curriculum outlined in the NYS Learning Standards. The Learning Standards focus (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking. Math II extends this study to include literacy based problem solving and application of acquired skills. As students engage in the study of mathematics curriculum, they simultaneously engage in the eight Standards for Mathematical Practice:

- 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 reasoning.

All sixth grade students are expected to take the New York State Grade 6 Mathematics Test in the spring, as well as a locally developed final exam in June.

#### SIXTH GRADE MATH/ AIS

Students who are identified based upon multiple measures, as specified in the Board-approved District Academic Intervention Services (AIS) Plan, will be provided academic intervention services during Math II instruction.

### MUSIC

**SIXTH GRADE GENERAL MUSIC, 10 WEEKS** The sixth grade student continues the learning spiral of the interrelationship of the elements of music, which include rhythm, melody, harmony, form, and how they give it its' expressive qualities. Students will be able to express themselves musically both as soloists and members of a group. In addition, students are required to complete individual projects in areas of special interest.

### PHYSICAL EDUCATION

#### **SIXTH GRADE PHYSICAL EDUCATION, 40 WEEKS (ALTERNATE DAYS)**

Physical Education is a vital component of the students' overall educational process. Physical education promotes physical, cognitive, social, and emotional development in order to develop the total individual. The program at the middle school is diverse enough not only to provide activities to help students meet their full potential, but also to allow them to effectively make choices related to their physical fitness, health and well-being. Physical education activities offered in the sixth grade include: basketball, weight-training/circuit training, volleyball, fitness concepts and testing, soccer, softball, project adventure, badminton, ultimate frisbee, yard games and CPR/AED training (no certification).

### SCIENCE

#### GRADE 6 SCIENCE (40 WEEKS)

Students in middle school develop understanding of key concepts in the earth and space sciences, life sciences, and physical sciences. Performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge and understanding to explain natural scientific phenomena. The middle level science program uses an integrated inquiry-based approach that is designed to teach students the way they learn best, by thinking, talking, writing, and doing science with hands-on/minds-on activity.

This concentration on three dimensional teaching and learning is consistent with the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education

(NRC, 2012) and the Next Generation Science Standards (NGSS, 2013). The NYSSLS are guiding documents grounded in the most current research in science education and learning. Topics to be addressed through this integrated approach in Grade 6 primarily include: forces and interactions, energy, Earth's systems, and space systems.

Science practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world. As students engage in the study of science curricula, they simultaneously engage in the eight Standards for Scientific Practice:

- |   |  |
|---|--|
| 1. Asking questions and defining problems   | 5. Using mathematics and computational thinking        |
| 2. Developing and using models              | 6. Constructing explanations and designing solutions   |
| 3. Planning and carrying out investigations | 7. Engaging in argument from evidence                  |
| 4. Analyzing and interpreting data          | 8. Obtaining, evaluating and communicating information |

## SOCIAL STUDIES

The middle school social studies courses build on the skills that students began to develop in elementary school. Emphasis is placed on geographic and chronological reasoning, as well as gathering, using and interpreting evidence. The content is studied in greater depth, but the approach to learning through themes such as political, economic and social systems, or continuity and change is utilized. As students grow and mature their experiences in social studies help them better understand their relation to and participation with other individuals, the larger community, and the world as a whole.

### SIXTH GRADE SOCIAL STUDIES – THE EASTERN HEMISPHERE, 40 WEEKS

The grade 6 course is a chronological study of the growth of human society from Pre-History to the origins growth of Ancient River Valley Civilizations in the Middle East and Asia through the flourishing of the Kingdoms of Africa and the Classical Civilizations in China, Greece and Rome. Significant historical and cultural content is studied through themes such as political, economic and social systems, or continuity and change. Emphasis is placed on geographic and chronological reasoning, and especially gathering using and interpreting evidence.

## TECHNOLOGY & ENGINEERING EDUCATION

### SIXTH GRADE TECHNOLOGY & ENGINEERING EDUCATION (10 WEEKS)

Technology and Engineering Education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate concepts in real world contexts of science, technology, engineering, and mathematics (STEM). STEM education in middle school motivates and engages students to define problems with precision, design unique solutions using a systematic method, and test and analyze their results in order to modify the design and reach an optimal solution. Middle school engineering design standards are within the newly adopted NYS P-12 Science Learning

Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013).

Technology and Engineering Education courses will examine critical aspects of engineering design and modeling, computer science and coding, and robotics and automation in order for all students to become technologically literate; having the knowledge and understanding of STEM concepts and processes. In technology education, students will use tools, machines, and processes to solve technical problems as they are presented in grade-specific curriculum modules. Units of study in Grade 5 may include, but will not necessarily be limited to: safety and measurement, Maglev vehicle design, gyroscope engineering, a computer integrated manufacturing project, and computer science coding and programming.

### WORLD LANGUAGE (FRENCH, ITALIAN OR SPANISH)

SIXTH GRADE - [Beginning World Language 6](#) - 40 WEEKS (ALTERNATE DAYS)

Students will complete a full year A/B day course in **one** of the following languages: French, Italian, or Spanish. This course marks the beginning of their chosen sequence of language study. Students will continue with the study of their chosen language in grades 7 and 8.

Students in the grade 6 course will engage in language learning by practicing listening, speaking, reading and writing skills. Since the purpose of World Language study is to be able to communicate with a person who speaks that language, much practice time will be given to participate in communicative activities and simulations of real life situations. Students will also explore the life and customs of the people through projects, films, audio, and internet projects. This course culminates in a final.

New York State requires all students to successfully complete at least two units of study, pass a regional assessment, and demonstrate proficiency in a World Language at the checkpoint A level by the end of the ninth grade in order to graduate. The study of a world language will provide students with the opportunity to learn another language and to acquire a global perspective on a variety of cultural issues.

Some students, who need to be scheduled for academic support services, may not be scheduled for a World Language class in the 6th grade. These students will begin the study of a world language in the eighth grade and must complete their unit of study in the ninth grade.

## Sixth Grade Performing Musical Organizations - *Class of 2029*

SIXTH GRADE CHORUS, 40 WEEKS

The choral program of each middle school is open to any student who wishes to sing. Rehearsals in vocal techniques are offered during lunch and full ensemble rehearsals are held during the special

music period before school. All fifth grade students are initially enrolled in the class. At the end of the trial period students may then elect to withdraw from the class with written parental permission.

In addition to a general chorus, each school offers singers of more advanced ability the opportunity to audition for chorale. Students are encouraged to participate in the NYSSMA Solo and Small Ensemble Festival and may be recommended for SCMEA (Suffolk County Music Educators Association) All-County Chorus. *Participation in all public performances is a requirement of the course.*

#### SIXTH GRADE BAND, 40 WEEKS

The band program includes small group lessons given during the school day on a weekly rotating basis, and full ensemble rehearsals held during the special music period before school. Instruction in all of the instruments of the band is offered. In addition to the concert band, an after school jazz ensemble is offered at each middle school on an audition only basis. Students are encouraged to participate in the NYSSMA Solo and Ensemble Festival. Outstanding students may be recommended for selection to the (Suffolk County Music Educators Association) All-County Band. *Participation in all public performances is a requirement of the course.*

#### SIXTH GRADE ORCHESTRA, 40 WEEKS

The orchestra program consists of small group lessons given during the school day on a weekly rotating basis and full string rehearsals held during the special music period before school. Instruction in violin, viola, cello and bass is offered, and is often fused with wind, brass and percussion instruments to complete the full orchestral program. Students are encouraged to participate in the NYSSMA Solo and Small Ensemble Festival and may be recommended to LISFA (Long Island String Festival Association) and (Suffolk County Music Educators Association) All-County Orchestra. *Participation in all public performances is a requirement of the course.*

## Sixth Grade School Services

#### LIBRARY SIXTH GRADE LIBRARY

The School Library Media Center is an extension and expansion of the learning that begins in the classroom. It exists to support and enhance the objectives of all curriculum areas. In the 6th grade, library skills that were previously taught are reinforced while many new library skills, particularly in using reference and electronic information, are introduced and expanded. One of the primary objectives of the middle school library program is to help each student develop a high degree of independence in the use of print and non-print materials as well as to encourage reading enrichment. Our ultimate goal is to assist our students in becoming lifelong learners and readers.

The library media specialist purposefully selects and meaningfully presents literature that will enrich children's language experiences and will stimulate their imagination. The media specialist also selects materials appropriate to teacher and student needs in support of the curriculum.

## COUNSELING CENTER

### SIXTH GRADE COUNSELING GROUP WORK

Counseling group work is part of the guidance curriculum. Counselors work in small groups with students to help them:

- Adjust to the new middle school environment;
- Become acquainted with guidance services;
- Begin to explore their concerns as young adolescents.

### SIXTH GRADE CAREER DECISION MAKING

The Career Decision Making Program will be offered to all students. Counselors will provide students with the opportunity to acquire knowledge and skills to:

- Develop an understanding of the components involved in decision making;
- Develop awareness of how their beliefs affect the decision-making process;
- Make healthier decisions related to themselves and school.

### STUDENT SUPPORT CENTER

The Student Support Center program (SSC) is a dual functioning mental health program providing students with preventative/developmental and interventional counseling services. These services are coordinated with each student's guidance counselor. The preventative/developmental portion consists of:

- Individual counseling;
- Group counseling;
- Crisis intervention.

These services are available to all grades. Students may self refer or be referred by administration, a staff member or their parent.

The intervention portion is an alternative educational assignment. Students may be placed in the SSC by either building administrator for infractions of school rules and/or policies. This assignment may be for as short as a single period, up to five full days. When assigned to the SSC the student will:

- Speak individually with his/her Counselor to discuss his/her ownership of the behavior;

- Develop a plan or procedure to correct the behavior which caused the initial in school suspension;
- Perform all academic work provided.

## Sixth Grade Support Programs & Other Information

### ACADEMIC INTERVENTION PROGRAMS

In sixth grade students will be provided with academic intervention in ELA and/or math. Students are identified based upon multiple measures as specified in the Board-approved District Academic Intervention Services (AIS) Plan. Interventions will be delivered through a collaborative team teaching model, or may be delivered by a specialist at a more intense level. AIS provides personalized teaching that aligns specifically with your child's needs. The small group instruction is aligned across disciplines to support student's success.

### SPECIAL EDUCATION SERVICES

Special Education provides a comprehensive continuum of educational services designed to support students with diverse learning needs. The goal of the Special Education Department is to teach students through an assessment and prescriptive process. The Committee on Special Education (CSE) determines eligibility for special education services, develops an Individualized Educational Program (IEP), and makes recommendations on the placement of students with disabilities in the least restrictive environment (LRE).

### ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) is available for district students who are non-native speakers of the English language and who qualify for ENL services. The ENL approach to English instruction stresses the development of communicative and linguistic competence in understanding, speaking, reading and writing. Students who require ENL instruction are taught in an integrated classroom by highly trained ENL teachers for a part of each school day. Entering and emerging level ELLs also receive a stand alone ENL class each day. A full ENL program is offered at both district middle schools. All English Language Learners are required to take the NYSESLAT (New York State English as a Second Language Achievement Test) each spring. Their score on this exam is used to determine their required services each year.

### INVESTIGATE GIFTED AND TALENTED PROGRAM

Students who participated in the INVESTIGATE program in grade 5 may continue and complete the culminating year of the program in grade 6. INVESTIGATE classes are held at the Middle School building.

## EXTRA CURRICULAR & INTRAMURAL ACTIVITIES

There are extracurricular and intramural activities before and after school. These include:

- Clubs;
- Intramural activities;
- Special field trips.

## STANDARDIZED TESTS

There are State Education Department Assessments in sixth grade in English Language Arts and Mathematics.

# Seventh Grade Program - *Class of 2028*

## SEVENTH GRADE BASIC PROGRAM

Students will be scheduled into a program that includes all basic subjects such as English, Social Studies, Science and Math and those required by the State Education Department. The requirements include World Languages instruction, the continuation of Family and Consumer Sciences and Technology and an interdisciplinary library and informational skills program the equivalent of one period per week.

## SEVENTH GRADE SUBJECT LIST

SUBJECT	SEE PAGE
Art	
English	
Family and Consumer Sciences	
Mathematics	
Music	
Physical Education	
Science	
Social Studies	
Technology Education	



World Languages	
-----------------	--

Seventh grade students have available the following elective options which take place before school:

Performing Music Organizations

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## SEVENTH GRADE SCHEDULE

The schedule for a seventh grade student is predetermined because it includes the extension of all State-mandated subjects. A typical seventh grade school day may appear as follows:

PERIOD	SEMESTER(S)	SUBJECT	DURATION
0	Full Year	Performing Music	40 weeks, before school
1	Full Year	English	40 weeks, every day
2	Full Year	Science	40 weeks, every day
3	Full Year	Social Studies	40 weeks, every day
4	Full Year	World Languages	
5	Full Year	Lunch	
6	Full Year	Math	40 weeks, every day
7	Fall/Spring	Art Technology Family/Consumer Science	20 weeks, every day 10 weeks, every day 10 weeks, every day
8	Full Year, A or B days	Physical Education Music	40 weeks, alternate days 40 weeks, alternate days

## Seventh Grade Required Subjects - *Class of 2028*

### ART

SEVENTH GRADE ART WORKSHOP, 20 WEEKS

In this course students will create complex works of two and three-dimensional art that involve multistep processes. Effectively using the elements and principles of design to create works of art will be emphasized and an ever-widening variety of media will be explored. Students will be encouraged to develop a sense of creative integrity and pride in their work.

Students will continue to analyze and evaluate their own art and the art of others. Creative endeavors will be inspired by what students see, know, feel, and imagine. A problem-solving approach and attention to detail and technique will be encouraged in all activities. The study of historical traditions and contemporary works of art will support art making activities.

Students will learn to enjoy and appreciate works of art in museums and in their own environment. Technology will be employed to create works of art and as an aid in studying historical and contemporary works. Art lessons will support New York State Learning Standards for the Arts by reinforcing the academic skills necessary for students to meet grade-level expectations.

## ENGLISH

### SEVENTH GRADE ENGLISH, 40 WEEKS

Reflecting the State Standards outlined in the Common Core (Reading and Writing for Information and Literature; College and Career Readiness; Language), the seventh grade language arts program integrates the process of reading, writing, speaking, and listening for information and literary expression. The overall intention of the program is to enable students to use language effectively to express ideas, inform, and persuade. Students read texts on their independent reading level and on grade level from a variety of genres and time periods to develop an understanding of text features and to consider varied perspectives and viewpoints. Additionally, students consider how different texts and forms address a targeted audience and purpose. Grammar, usage, vocabulary, spelling, and stylistic aspects of language skills are addressed as a component of reading comprehension and composition. Students also develop informational research skills.

Students will take a New York State English Language Arts NYS Common Core Assessment.

### SEVENTH GRADE ENGLISH/ AIS

In seventh grade, students will be provided with academic intervention in ELA. Students are identified based upon multiple measures as specified in the Board-approved District Academic Intervention Services (AIS) Plan. AIS provides personalized teaching that aligns specifically with your child's needs. Interventions will be delivered by a Reading specialist at a more intense level in a lab setting. The small group instruction is aligned across disciplines to support students' success. ELA Lab offers students an opportunity to engage in meaningful reading and writing that directly supports the content area classes. Reading specialists provide students with strategies to strengthen

their thinking before, during, and after reading. Specialists provide students direct instruction on how to explain their thinking using text evidence while writing.

## FAMILY AND CONSUMER SCIENCES

### SEVENTH GRADE FAMILY & CONSUMER SCIENCE, 10 WEEKS (NMS)

#### SEVENTH GRADE FAMILY & CONSUMER SCIENCE, 10 WEEKS (ENMS)

This course builds on and complements the 6th grade course of the same name. Family & Consumer Sciences is a course designed to help students live in a society of constant change by preparing each person to meet responsibilities as family members, consumers, home managers, and wage earners. Students will learn to make sound decisions, think constructively, solve problems and develop management skills. The course is divided into five sections. These are:

- Decision making and problem solving;
- Management of money, nutrition, and entrepreneurship project;
- Exploring career opportunities;
- Nutrition and meal management;
- Stress and wellness.

Students who need to be scheduled for both math and Literacy/ELA labs will not be able to be scheduled for 7th grade Family & Consumer Sciences.

In addition to the subjects listed on page 13, all 7th grade students will participate in the health infusion program. This is an interdisciplinary program offered through the Physical Education, Health, Family and Consumer Sciences, Technology, Guidance, and Science departments. The topics that will be discussed are as follows: steroids, drugs and decision making, HIV/Aids - prevention, sexual harassment, self protection, fitness testing, evaluation and circuit training.

## MATHEMATICS

SEVENTH GRADE MATH- See individual course descriptions below. As students engage in the study of mathematics curriculum, they simultaneously engage in the eight Standards for Mathematical Practice:

- 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 reasoning.

Math 7: Students continue their study of the mathematics curriculum outlined in the NYS Learning Standards. The Learning Standards focus on (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. All Math 7 students are expected to take the New York State Grade 7 Mathematics Test in the spring, as well as a locally developed final exam in June.

Prerequisite: Math I (6th grade)

#### MATH 7 SUPPORT LAB

Students who are identified based upon multiple measures, as specified in the Board-approved District Academic Intervention Services (AIS) Plan, will be provided academic intervention services by enrollment in an alternating day support lab.

Pre-Algebra: Students continue their study of the mathematics curriculum outlined in the NYS Learning Standards for grades 7 and 8. The Learning Standards for grade 7 focus on (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. The Learning Standards for grade 8 focus on : (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. All Pre-Algebra students are expected to take the New York State Grade 7 Mathematics Test in the spring, as well as a locally developed final exam in June.

Prerequisite: Math I (6th grade) and teacher recommendation

Algebra I: Students will study the Algebra I curriculum outlined by the NYS Learning Standards. The Learning Standards for Algebra I focus on : (1) the Real number system; (2) seeing structure in expressions; (3) arithmetic with polynomials and rational expressions; (4) creating equations; (5) reasoning with equations and inequalities; (6) interpreting functions; (7) building functions; (8) linear, quadratic, and exponential models; and (9) interpreting categorical and quantitative data. . Students will be administered the Algebra I Regents Exam in June.

*Note: Per NYSED Commissioner's Regulations, students in 7th grade will not receive HS credit for the course; however, a student's Regent's exam score will appear on the high school transcript. Students who accumulate at least 3 math credits and who pass the Algebra I, Geometry, AND Algebra II Regents exams will have satisfied the math-related requirements for a Regents Diploma with Advanced Designation.*

Prerequisite: Pre-Algebra

#### MUSIC SEVENTH GRADE GENERAL MUSIC, 40 WEEKS (ALTERNATE DAYS)

This course is designed to provide musical experiences which will capture the interest of every student. It has as its goal two major objectives: (1) to provide the broadest possible exposure to musical subjects for students who may not go on to study music formally after grade seven; and (2) to stimulate and encourage interest in those students who will continue to elect music after grade seven. The major units of study include the science of sound, guitar, ukulele, electronic keyboards, theater and jazz.

## PHYSICAL EDUCATION

### SEVENTH GRADE PHYSICAL EDUCATION, 40 WEEKS (ALTERNATE DAYS)

Physical Education is a vital component of the students' overall educational process. Physical Education promotes physical, cognitive, social and emotional development in order to develop the total individual. The program at the middle school is diverse enough not only to provide activities to help students meet their full potential, but also to allow them to effectively make choices related to their physical fitness, health and well-being.

Physical Education activities in the seventh grade include: volleyball, fitness concepts and testing, basketball, weight-training/circuit training, speedball, pickleball, tennis, project adventure, yard games and CPR/AED training (no certification).

## SCIENCE

### GRADE 7 SCIENCE (40 WEEKS)

Students in middle school develop understanding of key concepts in the earth and space sciences, life sciences, and physical sciences. Performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge and understanding to explain natural scientific phenomenon. The middle level science program uses an integrated inquiry-based approach that is designed to teach students the way they learn best, by thinking, talking, writing, and doing science with hands-on/minds-on activity. This concentration on three dimensional teaching and learning is consistent with the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013). The NYSSLS are guiding documents grounded in the most current research in science education and learning. Topics to be addressed through this integrated approach in Grade 7 primarily include: structure and properties of matter, chemical reactions, structure, function and information processing in life sciences, and matter and energy in ecosystems.

Science practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world. As students engage in the study of science curricula, they simultaneously engage in the eight Standards for Scientific Practice:

1. Asking questions and defining problems
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations and designing solutions

- |   |  |
|---|--|
| 3. Planning and carrying out investigations | 7. Engaging in argument from evidence                  |
| 4. Analyzing and interpreting data          | 8. Obtaining, evaluating and communicating information |

## SOCIAL STUDIES

### SEVENTH GRADE SOCIAL STUDIES

#### HISTORY OF THE UNITED STATES AND NEW YORK STATE, 40 WEEKS

The grade 7 social studies course is the first half of a two-year sequence (grades 7 and 8) that traces the human experience in what is now the United States, beginning with the settlement of North America by Native Americans and ending with an examination of 21st century America. The grade 7 course explores the eras of contact and colonization, the formation of the new nation and through the American Civil War. Significant historical and cultural content is studied through themes such as political, economic and social systems, or continuity and change. Emphasis is placed on geographic and chronological reasoning, and especially gathering using and interpreting evidence.

## TECHNOLOGY & ENGINEERING EDUCATION

### SEVENTH GRADE TECHNOLOGY & ENGINEERING EDUCATION (10 WEEKS)

Technology and Engineering Education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate concepts in real world contexts of science, technology, engineering, and mathematics (STEM); STEM education in middle school motivates and engages students to define problems with precision, design unique solutions using the engineer design process, and test and analyze their results in order to modify the design and reach an optimal solution. Middle school engineering design practices are within the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013).

Technology and Engineering Education courses will examine critical aspects of engineering design and modeling, computer science and coding, and robotics and automation in order for all students to become technologically literate; having the knowledge and understanding of STEM concepts and processes. In technology education, students will use tools, machines, and processes to solve technical problems as they are presented in grade-specific curriculum modules. Units of study in Grade 7 may include, but will not necessarily be limited to: bridge or tower engineering design challenge, flight engineering, a computer integrated manufacturing project, and computer science coding and programming. Students who need to be scheduled for both AIS math and AIS literacy/ELA labs will not be able to be scheduled for a seventh grade technology & engineering course.

## WORLD LANGUAGES

### SEVENTH GRADE - CONTINUING COURSE IN WORLD LANGUAGES, 40 WEEKS

#### FRENCH 7, ITALIAN 7, SPANISH 7



Students will continue the study of their chosen language by practicing listening, speaking, reading and writing skills. Since the purpose of World Languages study is to be able to communicate with a person who speaks that language, much practice time will be given to participate in communicative activities and simulations of real life situations. Students will also explore the life and customs of the people through video and audio clips, web quests, and interactive projects.

New York State requires all students to successfully complete at least two units of study, pass a regional assessment, and demonstrate proficiency in a World Language at the checkpoint A level by the end of the ninth grade in order to graduate. The study of a world language will provide students with the opportunity to learn another language and to acquire a global perspective on a variety of cultural issues.

In World Languages, acceleration means the completion of checkpoint A prior to grade 9. Students who successfully complete the 6th, 7th grade and 8th grade courses AND pass the regional checkpoint A assessment (the FLACS A Exam) will receive one unit of high school credit. The year-end final grades for the 6th, 7th and 8th grade language courses will be averaged together to calculate the overall final grade for the level one course. The grades for the middle school checkpoint A course (level one) and the FLACS A Exam will appear on the students' high school transcript.

Some students, who need to be scheduled for academic support services, may not be scheduled for a World Language class in the 7th grade. These students will begin the study of a world language in the eighth grade and must complete their unit of study in the ninth grade.

*See the last section of this booklet regarding Opportunities for Eighth Grade Students to Earn High School Credit.*

## Seventh Grade Performing Musical Organizations - Class of 2028

**GRADES 7, 8 - CHORUS, 40 WEEKS** The choral program of each middle school is open to any student who wishes to sing. Rehearsals in vocal techniques are offered during lunch periods and full ensemble rehearsals are held during the special music periods before school. In addition to a general chorus, each school offers singers of more advanced ability the opportunity to audition for chorale. Students are encouraged to participate in NYSSMA and may be recommended for the SCMEA all-county chorus. *Participation in all public performances is a requirement of the course.*

### **GRADES 7, 8 BAND, 40 WEEKS**

The band program includes small group lessons given during the school day on a weekly rotating basis, and full ensemble rehearsals held during the special music periods before school. Instruction in

all of the instruments of the band is offered. In addition to the concert band, an after school jazz ensemble is offered in each middle school on an audition only basis to members of the instrumental program. Students are encouraged to participate in the NYSSMA solo and ensemble festival. Outstanding students may be recommended for selection to the SCMEA all-county band. *Participation in all public performances is a requirement of the course.*

#### GRADES 7, 8 - ORCHESTRA, 40 WEEKS

The orchestra program consists of small group lessons given during the school day on a weekly rotating basis and ensemble rehearsals held during the special music periods before school. Instruction in violin, viola, cello and bass is offered, and is often fused with wind, brass and percussion instruments to complete the full orchestral ensemble. Students are encouraged to participate in the NYSSMA solo and ensemble festival and may be recommended to LISFA and SCMEA all-county orchestra. *Participation in all public performances is a requirement of the course.*

## Seventh Grade School Services

### LIBRARY

#### SEVENTH GRADE LIBRARY

It is a requirement of the State of New York that students in grade 7 receive the equivalent of one period per week of instruction in library and information skills. In the Northport-East Northport School District this is achieved by the integration of these skills with all other subject areas. Library and information skills are taught by the library media specialist and the classroom teachers, thus ensuring coordination and integration of library instruction with classroom instruction. In this way, students learn how to apply library, media and information skills in a variety of ways across many curriculum areas.

### COUNSELING CENTER

#### SEVENTH GRADE COUNSELING GROUP WORK

Counseling group work is part of the Guidance Curriculum. Counselors work in small groups with students to help them:

- Verbalize their concerns;
- Become aware of different problem solving techniques;
- Develop a better understanding of themselves.

#### SEVENTH GRADE CAREER DECISION MAKING



The Career Decision Making Program will be offered to all students. Counselors will provide students with the opportunity to acquire knowledge and skills in:

- Exploration of a wide range of career options;
- Assessment of interests and abilities;
- Recognition and avoidance of stereotyping in career choice.

## STUDENT SUPPORT CENTER

The Student Support Center (SSC) is a dual functioning mental health program. As such it serves students in various ways. These include preventative/developmental and intervention counseling services. This will be coordinated with your student's guidance counselor.

Preventative/developmental portion consists of:

- Individual counseling;
- Group counseling;
- Crisis intervention.

These services are available to all grades. Students may self refer or be referred by administration, a staff member or their parent.

Intervention portion (an alternative educational assignment). Students may be placed in the SSC by either building administrator for infractions of school rules and/or policies. This assignment may be for as short as a single period, up to five full days. When assigned to the SSC the student will:

- Speak individually with his/her Counselor to discuss his/her ownership of the behavior;
- Develop a plan or procedure to correct the behavior which caused the initial in school suspension;
- Perform all academic work provided.

## Seventh Grade Support Programs & Other Information

### ACADEMIC INTERVENTION SERVICES PROGRAM

The academic intervention services program consists of an in-class developmental program or a more intensive lab program in addition to the grade level course. Students who are scheduled for math AIS and/or literacy/English language arts AIS, may not be scheduled for a music class. Students who are scheduled for both literacy/English language arts AIS and math AIS may not be scheduled for a seventh grade exploratory (tech, art, family and consumer sciences).

### SPECIAL EDUCATION SERVICES

Special Education provides a comprehensive continuum of educational services designed to support students with diverse learning needs. The goal of the Special Education Department is to teach students through an assessment and prescriptive process. The Committee on Special Education (CSE) determines eligibility for special education services, develops an Individualized Educational Program (IEP), and makes recommendations on the placement of students with disabilities in the least restrictive environment (LRE).

#### ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) is available for district students who are non-native speakers of the English language and who qualify to receive ENL services. The ENL approach to English instruction stresses the development of communicative and linguistic competence in understanding, speaking, reading and writing. Students who require ENL instruction are taught in an integrated classroom by highly trained ENL teachers for a part of each school day. Entering and emerging level ELLs also receive a stand alone ENL class each day. A full ENL program is offered at both district middle schools. All English Language Learners are required to take the NYSESLAT (New York State English as a Second Language Achievement Test) each spring. Their score on this exam is used to determine their required services each year.

#### ACCELERATION

By New York State commissioner's regulations, public school students in grade 8 may petition for the opportunity to take high school courses in three areas. The Northport-East Northport School District hereby establishes these areas for our students as: world languages, mathematics, and science. Such opportunities shall be provided subject to specific conditions set forth by administrators and teaching staff. Although this program begins in grade 8, it should be discussed with the guidance counselor toward the end of the seventh grade.

#### GUIDELINES FOR STUDENT SCHEDULING

Because the middle school program is determined by State-required courses, there tend not to be many schedule changes.

A request to change course selections must:

1. Meet the educational needs of the students.
2. Be made in writing, must specify educationally valid reasons for the change, and be signed by the student and his/her parent(s) or guardians.
3. Fall within class size guidelines currently in effect.

When a request to change a course is denied, the principal (upon request) will grant a hearing within ten (10) school days.

#### ELECTIVE COURSE ENROLLMENT

Elective courses that are under-subscribed will be canceled and students may be rescheduled into other courses.

#### EXTRACURRICULAR & INTRAMURAL ACTIVITIES

There are extracurricular, intramural and interscholastic activities before and after school. These include:

- Clubs;
- Intramural activities;
- Interscholastic sports;
- Special field trips.

#### STANDARDIZED TESTS

There are State Education Department Assessments administered in seventh grade in English Language Arts and Mathematics.

## **Eighth Grade Program - Class of 2027**

### **EIGHTH GRADE BASIC PROGRAM**

Students will be scheduled into a program that includes all State mandated courses. Students then may select a half year elective. The requirements include World Languages instruction, health, the continuation of Introduction to Technology and an interdisciplinary library and informational skills program the equivalent of one period per day. AIS students who are scheduled for both math and literacy/ELA will not enroll in health or technology education.

### **EIGHTH GRADE SUBJECT LIST**

**The grade 8 mandated courses include:**

<b><u>SUBJECT</u></b>	<b><u>SEE PAGE</u></b>
English	
Health	
Mathematics	
Physical Education	
Science	
Social Studies	
Technology	
World Language	

Eighth grade students have available the following elective options for 40 weeks on alternate days or 20 weeks for a half year:

<b><u>SUBJECT</u></b>	<b><u>SEE PAGE</u></b>
Art Art 8 (Elective)	
Family and Consumer Sciences	

Introduction to Chef Music Music Theatre Studio Recording & Production Band Program Choral Program Orchestra Program	
Technology Computer Technology Woodworking	

### EIGHTH GRADE SCHEDULE

The schedule for an eighth grade student is composed of both mandated and elective courses. A typical eighth grade school day may appear as follows:

PERIOD	SEMESTER(S)	SUBJECT	DURATION
0	Full Year	Performing Music	40 weeks, before school
1	Full Year	English	40 weeks, every day
2	Full Year	Math	40 weeks, every day
3	Full Year	World Languages	
4	Full Year	Social Studies	40 weeks, every day
5	Full Year	Science	40 weeks, every day
6	Full Year	Lunch	
7	Full Year, A or B days	Physical Education Elective or Science Lab	40 weeks, alternate days 40 weeks, alternate days
8	Fall/Spring	Technology  Health	20 weeks, every day or 40 weeks, alternate days 20 weeks, every day or 40 weeks, alternate days

## ENGLISH

### EIGHTH GRADE ENGLISH, 40 WEEKS

Reflecting the State Standards outlined in the Common Core (Reading and Writing for Information and Literature; College and Career Readiness; Language), the eighth grade language arts program integrates the process of reading, writing, speaking, and listening for information and literary expression. The overall intention of the program is to enable students to use language effectively to express ideas, inform, and persuade. Students read texts on their independent reading level and on grade level from a variety of genres and time periods to develop an understanding of text features and to consider varied perspectives and viewpoints. Additionally, students consider how different texts and forms address a targeted audience and purpose. Grammar, usage, vocabulary, spelling, and stylistic aspects of language skills are addressed as a component of reading comprehension and composition. Students also develop informational research skills.

Students will take a New York State English Language Arts Common Core assessment.

### EIGHTH GRADE ENGLISH/ AIS

In eighth grade, students will be provided with academic intervention in ELA. Students are identified based upon multiple measures as specified in the Board-approved District Academic Intervention Services (AIS) Plan. AIS provides personalized teaching that aligns specifically with your child's needs. Interventions will be delivered by a Reading specialist at a more intense level in a lab setting. The small group instruction is aligned across disciplines to support students' success. ELA Lab offers students an opportunity to engage in meaningful reading and writing that directly supports the content area classes. Reading specialists provide students with strategies to strengthen their thinking before, during, and after reading. Specialists provide students direct instruction on how to explain their thinking using text evidence while working.

## HEALTH

The abuse of drugs and alcohol is a matter of grave national concern. This curriculum explains the role of drugs in American society. It explains how use can lead to abuse, why some people are more likely to become abusers than others, and what can be done to help people who have drug problems.

In addition to drug abuse issues, the focus is on safety, reproduction, mental health and diseases. The disease portion of the curriculum contains State mandated material about AIDS. Parents may make a written request to exclude their child from the prevention aspect of AIDS instruction as per State law.

### EIGHTH GRADE HEALTH EDUCATION, 20 WEEKS OR 40 WEEKS (ALTERNATE DAYS)

The eighth grade required health education curriculum has two principle aims. The first is to help students appreciate the value of physical, mental and social health. The second is to help students

acquire the knowledge they need to achieve and maintain a state of well being and make sound, reasonable decisions. The curriculum also introduces students to the realization that health is largely a matter of one's own personal responsibility and the choices we make impact the quality of our adult life. Areas of instruction include: mental health, drug awareness, communicable and non communicable diseases, growth and development, abuse issues and community resources.

## MATHEMATICS

EIGHTH GRADE MATH: See individual course descriptions below. As students engage in the study of mathematics curriculum, they simultaneously engage in the eight Standards for Mathematical Practice:

- 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 reasoning.

[Math 8](#): The Learning Standards for grade 8 focus on : (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. All Math 8 students are expected to take the New York State Grade 8 Mathematics Test in the spring, as well as a locally developed final exam in June.

Prerequisite: Math 7

### MATH 8 SUPPORT LAB

Students who are identified, based upon multiple measures as specified in the Board-approved District Academic Intervention Services (AIS) Plan, will be provided academic intervention services by enrollment in an alternating day support lab.

[Algebra I](#): Students will study the Algebra I curriculum outlined by the NYS Learning Standards. The Learning Standards for Algebra I focus on : (1) the Real number system; (2) seeing structure in expressions; (3) arithmetic with polynomials and rational expressions; (4) creating equations; (5) reasoning with equations and inequalities; (6) interpreting functions; (7) building functions; (8) linear, quadratic, and exponential models; and (9) interpreting categorical and quantitative data. . Students will be administered the Algebra I Regents Exam in June.

*Note: Students who accumulate at least 3 math credits and who pass the Algebra I, Geometry, AND Algebra II Regents exams will have satisfied the math-related requirements for a Regents Diploma with Advanced Designation.*

Prerequisite: Pre-Algebra

Geometry: Students will study the Geometry curriculum outlined by the NYS Learning Standards. The Learning Standards for Geometry focus on : (1) congruence; (2) similarity, right triangles, and trigonometry; (3) circles; (4) geometric measurement and dimension; (5) geometric properties with equations; and (6) modeling with geometry. Students in this double-accelerated course of study are expected to exhibit an extraordinary passion for mathematics, and as such, to participate in Mathletes, extracurricular math contests, etc. Students will be administered the Geometry Regents Exam in June.

*Note: Both the final course grade and the Regent's exam score will appear on the high school transcript. 8th graders will receive a high school math credit for successful completion of the course. Students who accumulate at least 3 math credits and who pass the Algebra I, Geometry, AND Algebra II Regents exams will have satisfied the math-related requirements for a Regents Diploma with Advanced Designation. Prerequisite: Algebra I*

## PHYSICAL EDUCATION

### EIGHTH GRADE PHYSICAL EDUCATION, 40 WEEKS (ALTERNATE DAYS)

Physical Education is a vital component of the students' overall educational process. Physical Education promotes mental, social and emotional development in order to develop the total individual. The program at the middle school is diverse enough not only to provide activities to help students meet their full potential, but also to allow them to effectively make choices related to their physical fitness, health and well-being.

Physical Education activities in the eighth grade include: volleyball, fitness concepts and testing, basketball, weight-training/circuit training, flag football, softball, soccer, ultimate frisbee, project adventure, badminton, yard games and CPR/AED training (2-year certification).

## SCIENCE

### GRADE 8 INTERMEDIATE LEVEL SCIENCE (40 WEEKS)

Students in middle school develop understanding of key concepts in the earth and space sciences, life sciences, and physical sciences. Performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge and understanding to explain natural scientific phenomenon. The middle level science program uses an integrated inquiry-based approach that is designed to teach students the way they learn best, by thinking, talking, writing, and doing science with hands-on/minds-on activity.

This concentration on three dimensional teaching and learning is consistent with the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013). The NYSSLS are guiding documents grounded in the most current research in science education and learning. Topics to be



addressed through this integrated approach in Grade 8 include: growth, development, and reproduction of organisms, natural selection and adaptations, human impact, waves & electromagnetic radiation, history of Earth, and weather & climate. This course meets five days per week. Students are expected to sit for the NYS Grade 8 Science Test in June.

Science practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world. As students engage in the study of science curricula, they simultaneously engage in the eight Standards for Scientific Practice:

- |   |  |
|---|--|
| 1. Asking questions and defining problems   | 5. Using mathematics and computational thinking        |
| 2. Developing and using models              | 6. Constructing explanations and designing solutions   |
| 3. Planning and carrying out investigations | 7. Engaging in argument from evidence                  |
| 4. Analyzing and interpreting data          | 8. Obtaining, evaluating and communicating information |

#### [EIGHTH GRADE ACCELERATED SCIENCE/REGENTS LIVING ENVIRONMENT](#) (40 WEEKS)

The Living Environment curriculum introduces students to the nature of how living things function internally and how they interact with one another and their environment. Major topics of discussion include the diversity of life, structure and function of cells, biochemistry, human body systems, genetics, evolution and the interdependence of all organisms and their environment. In addition to meeting five periods per week, students will be required to participate in laboratory periods each week on alternate days. The final examination for this course is the New York State Regents exam in Living Environment. To qualify for the NYS Living Environment Regents exam, completion of 1200 minutes of laboratory experience with satisfactory laboratory reports must be on file. Students must pass the Living Environment Regents exam in order to qualify for an advanced Regents diploma. Students who enroll in Regents Living Environment are not eligible to take an elective in the 8th grade. For additional information concerning grading procedures, criteria for selection, etc. see Opportunity for Eighth Grade Students to Earn High School Credit located on page 46.

#### [EIGHTH GRADE ACCELERATED SCIENCE/REGENTS EARTH SCIENCE](#) (40 WEEKS)

The Earth Science course provides a problem-solving approach to the study of the Earth and its atmosphere, and space. The syllabus, based on the New York State Physical Setting/Earth Science core curriculum, incorporates an extensive array of laboratory experiences and discussions of Earth's structure, composition and surface features, geology, oceanography, astronomy, meteorology, and Earth's History. In addition to meeting five periods per week, students will be required to participate in laboratory periods each week on alternate days. The final examination for this course is the New York State Regents exam in Earth Science. To qualify for the NYS Earth Science Regents exam, completion of 1200 minutes of laboratory experience with satisfactory laboratory reports must be on file. Students who enroll in Regents Earth Science are not eligible to take an elective in the 8th grade. For additional information concerning grading procedures, criteria for selection, etc. see Opportunity for Eighth Grade Students to Earn High School Credit located on page 46.

## SOCIAL STUDIES

### EIGHTH GRADE SOCIAL STUDIES - HISTORY OF THE UNITED STATES AND NEW YORK STATE, 40 WEEKS

The grade 8 social studies course is the second half of the two-year sequence (grades 7 and 8) that traces the human experience in what is now the United States, beginning with the settlement of North America by Native Americans and ending with an examination of 21st century America. The grade 8 course takes a thematic approach to the study of the history and culture of the United States since the 1860's through the units focused on civil rights, business and economy, government and domestic policy and American foreign policy. Emphasis is placed on geographic and chronological reasoning, gathering using and interpreting evidence, and making connections between current and historical events.

## TECHNOLOGY & ENGINEERING EDUCATION

### EIGHTH GRADE TECHNOLOGY & ENGINEERING EDUCATION (20 WEEKS)

Technology and Engineering Education encompasses the processes of critical thinking, analysis, and collaboration in which students integrate concepts in real world contexts of science, technology, engineering, and mathematics (STEM), STEM education in middle school motivates and engages students to define problems with precision, design unique solutions using the engineering design process, and test and analyze their results in order to modify the design and reach an optimal solution. Middle school engineering design practices are within the newly adopted NYS P-12 Science Learning Standards (NYSSLS) based on A Framework for K-12 Science Education (NRC, 2012) and the Next Generation Science Standards (NGSS, 2013).

Technology and Engineering Education courses will examine critical aspects of engineering design and modeling, computer science and coding, and robotics and automation in order for all students to become technologically literate; having the knowledge and understanding of STEM concepts and processes. In technology education, students will use tools, machines, and processes to solve technical problems as they are presented in grade-specific curriculum modules. Units of study in Grade 8 may include, but will not necessarily be limited to: robotics and automation, racecar engineering project, catapult/trebuchet design challenge, green architecture and sustainable design project, and computer science coding and programming.

## WORLD LANGUAGES

### EIGHTH GRADE - CONTINUING COURSE 40 WEEKS

#### French 8, Italian 8, and Spanish 8

The level 8 world language courses are the continuation of the language study students began in grades six and seven. The level 8 courses provide additional opportunities for students to develop their listening, speaking, reading and writing skills. A regional checkpoint A assessment (FLACS A) will be administered at the end of the 8th grade. Students who pass the middle school language courses (grades 6-8) AND the regional assessment are eligible to receive one high school credit for the program. Students who successfully complete the Checkpoint A course are strongly encouraged

to enroll in the level 2 Regents class at the High School. Three units of credit (level 2R and 3R) are required to qualify for a Regents Diploma with Advanced Designation. Any student who does not pass the 7/8 course *and/or* the regional assessment (FLACS A Exam) is **required** to study a World Language in the 9th grade.

Note: The year-end final grades for the 7th and 8th grade language courses will be averaged together to calculate the overall final grade for the Checkpoint A course. This grade, as well as the grade for the regional checkpoint A assessment, will appear on the student's high school transcript.

### SPANISH 1A, 40 WEEKS

This course has been designed for those students who were not able to begin language study in grades 6 or 7 or for those who were not successful in their grade 7 world language class. Students in Spanish 1A will develop listening, speaking, reading and writing skills through real-life situations. Additionally, students will gain an awareness of the people and customs of the Spanish speaking world.

Students completing Spanish 1A **must** complete Spanish 1B at NHS. According to NYS World Language requirements, all students, except those with an IEP which indicates that they are language exempt, are required to successfully complete two full years of a World Language. All students must demonstrate checkpoint A proficiency by the end of grade 9.

Note: The final grades for Spanish 1A (at the middle school level) and Spanish 1B (at NHS) will be averaged together to determine the overall grade for Spanish 1. The overall grade will appear on the student's transcript.

## Eighth Grade Elective Options - *Class of 2027*

### ART

#### EIGHTH GRADE STUDIO in ART, 40 WEEKS (ALTERNATE DAYS)

This course will provide an opportunity for the art student to focus on the development of advanced skills in drawing, painting, and other two and three dimensional art forms including ceramics, sculpture and design. Effective and inventive use of media and an opportunity for employing unique approaches to the fine and applied arts will be emphasized. Individualized projects will additionally challenge students. Creative integrity and originality will be a major focus. Students will learn that studying, creating, and enjoying art can become a life-long pursuit, and art-related careers will be explored. The concept that art is a living heritage will be reinforced through lessons involving the

analysis and appreciation of American and international art. Students will gain skills in evaluating and critiquing their own art and the work of others. Art lessons will support New York State Learning Standards by providing activities, which develop academic skills and assist students in meeting grade-level expectations. *Students who sign up for this course will work on High School level Studio in Art projects, and will receive .5 High School Art credit which they can use towards fulfilling their fine Arts graduation requirement.*

## FAMILY AND CONSUMER SCIENCES

### EIGHTH GRADE - INTRODUCTION TO CHEFS, 40 WEEKS (ALTERNATE DAYS)

Students will learn to make popular and nutritious foods such as pizza, omelets, crepes, lasagna and tacos. Students will learn how to become wise consumers by planning economical and healthful meals. Various methods of food preparation will be used. Skills acquired in 6th and 7th grade Family and Consumer Sciences will be utilized and expanded.

## MUSIC

### EIGHTH GRADE MUSICAL THEATRE, 40 WEEKS (ALTERNATE DAYS)

This course is designed for the student who has a musical theater/dramatic interest. Elements of drama, music and technical production, improvisation, choreography, makeup and behind the scenes production techniques are explored. Trips to see a professional show are frequently arranged as part of this course. One of the exciting aspects of this course may be its alliance with an extracurricular musical production

### EIGHTH GRADE STUDIO RECORDING & PRODUCTION, 40 WEEKS (ALTERNATE DAYS)

Studio and live recording techniques will be explored using multi-timbral synthesizers, computers, sequences, multi-track and video recorders. Students will participate in various projects involving aspects of production such as listening, transcribing, creating, editing, performing and composing. Completion of these projects will build a solid foundation in the use of electronic media and audiovisual techniques.

## MUSICAL ORGANIZATIONS

### GRADE 7, 8 - BAND, 40 WEEKS

The band program includes small group lessons given during the school day on a weekly rotating basis, and full ensemble rehearsals held during the special music periods before school. Instruction in all of the instruments of the band is offered. In addition to the concert band, an after school jazz ensemble is offered at each middle school on an audition only basis. Students are encouraged to participate in the NYSSMA solo and ensemble festival. Outstanding students may be recommended for selection to the SCMEA all county band. Participation in all public performances is a requirement of the course.

#### GRADES 7, 8 - CHORUS, 40 WEEKS

The choral program of each middle school is open to any student who wishes to sing. Rehearsals in vocal techniques are offered during lunch periods and full ensemble rehearsals are held during the special music periods before school. In addition to a general chorus, each school offers singers of more advanced ability the opportunity to audition for chorale. Students are encouraged to participate in the NYSSMA Solo and Small Ensemble Festival and may be recommended for the SCMEA All-County Chorus. Participation in all public performances is a requirement of the course.

#### GRADES 7, 8 - ORCHESTRA, 40 WEEKS

The orchestra program consists of small group lessons given during the school day on a weekly rotating basis and full string rehearsals held during the special A.M. music periods. Instruction in violin, viola, cello and bass is offered, and is often fused with wind, brass and percussion instruments to complete the full orchestra ensemble full string. Students are encouraged to participate in the NYSSMA solo and ensemble festival and may be recommended for LISFA and the SCMEA All County Orchestra. Participation in all public performances is a requirement of the course.

### EIGHTH GRADE SCHOOL SERVICES

#### LIBRARY EIGHTH GRADE LIBRARY

It is a requirement of the State of New York that students in grade 8 receive the equivalent of one period per week of instruction in library and information skills. In the Northport-East Northport School District this is achieved by the integration of these skills with all other subject areas. Library and information skills are taught in 8th grade by the library media specialist and the classroom teachers, thus ensuring coordination and integration of library instruction with classroom instruction. In this way, students learn how to apply library, media and information skills in a variety of ways across many curriculum areas.

### COUNSELING CENTER

#### EIGHTH GRADE COUNSELING GROUP WORK

Counseling group work is part of the guidance curriculum. Counselors work in small groups with student to help them:

- Share concerns and problems;
- Develop problem solving strategies;
- Develop insight about themselves and the world around them

#### EIGHTH GRADE CAREER DECISION MAKING

The Career Decision Making Program will be offered to all students. We are currently using Career Futures software. Through this program, counselors will provide students with the opportunity to acquire information by exploring:

- Career interests;
- The relationship between career choices and interests, aptitudes, earnings, and education

The program results will be shared with students.

## STUDENT SUPPORT CENTER

The Student Support Center (SSC) is a dual functioning mental health program. As such it serves students in various ways. These include preventative/developmental and intervention counseling services. This will be coordinated with the student's guidance counselor.

Preventative/developmental portion consists of:

- Individual counseling;
- Group counseling;
- Crisis intervention.

These services are available to all grades. Students may self refer or be referred by administration, a staff member or their parent.

Intervention portion (an alternative educational assignment). Students may be placed in the SSC by either building administrators for infractions of school rules and/or policies. This assignment may be for as short as a single period, up to five full days. When assigned to the SSC the student will: +

- speak individually with a counselor to discuss his/her ownership of the behavior;
- Develop a plan or procedure to correct the behavior which caused the initial in school suspension;
- Perform all academic work provided.

## Eighth Grade Support Programs & Other Information

### ACADEMIC INTERVENTION PROGRAMS

The academic intervention services program consists of an in-class developmental program or a more intensive lab program in addition to the grade level course. Students who are scheduled for math AIS and/or English Language Arts AIS, may not be scheduled for a music class. Students who are scheduled for both English Language Arts AIS and math AIS may not be scheduled for a seventh grade exploratory (tech, art, family and consumer sciences).

## SPECIAL EDUCATION SERVICES

Special Education provides a comprehensive continuum of educational services designed to support students with diverse learning needs. The goal of the Special Education Department is to teach students through an assessment and prescriptive process. The Committee on Special Education (CSE) determines eligibility for special education services, develops an Individualized Educational Program (IEP), and makes recommendations on the placement of students with disabilities in the least restrictive environment (LRE).

## ENGLISH AS A NEW LANGUAGE

English as a New Language (ENL) is available for district students who are non-native speakers of the English language and who qualify to receive ENL services. The ENL approach to English instruction stresses the development of communicative and linguistic competence in understanding, speaking, reading and writing. Students who require ENL instruction are taught in an integrated classroom by highly trained ENL teachers for a part of each school day. Entering and emerging level ELLs also receive a stand alone ENL class each day. A full ENL program is offered at both district middle schools. All English Language Learners are required to take the NYSESLAT (New York State English as a Second Language Achievement Test) each spring. Their score on this exam is used to determine their required services each year.

## ACCELERATION

The acceleration program models indicators of success in each of the three strands that are found in the last section of this booklet "*Opportunity for Eighth Grade Students to Earn High School Credit*" on page 45.

## GUIDELINES FOR STUDENT SCHEDULING

Because the Middle School Program is determined by State-required courses, there tends not to be many schedule changes. A request to change course selections must:

A request to change course selections must:

1. Meet the educational needs of the students.
2. Be made in writing, must specify educationally valid reasons for the change, and be signed by the student and his/her parent(s) or guardians.
3. Fall within class size guidelines currently in effect.

When a request to change a course is denied, the principal (upon request) will grant a hearing within ten (10) school days.

## ELECTIVE COURSE ENROLLMENT

Elective courses that are under-subscribed will be canceled and students may be rescheduled into other courses.

EXTRACURRICULAR & INTRAMURAL ACTIVITIES

There are extracurricular, intramural and interscholastic activities before and after school. These include:

- Clubs;
- Intramural activities;
- Interscholastic sports;
- Special field trips.

STANDARDIZED TESTS

1. A New York State English Language Arts Assessment is administered to all students in grades 6, 7, 8;
2. A New York State Mathematics Assessment is administered to all students in grade 6, 7, 8.
3. A New York State Science assessment is administered to all students in grade 8.

Graduation Requirements

MIDDLE SCHOOL - GRADE 6

PROGRAM REQUIREMENTS

The program for a sixth grade student is predetermined because it includes all state mandated subjects:

Art	ELA
Health	Family & Consumer Sciences
Mathematics	Technology
Music	Science
Physical Education	Social Studies

MIDDLE SCHOOL - GRADE 7 & 8

PROGRAM REQUIREMENTS

English	2 Units of Study
Social Studies	2 Units of Study
Science	2 Units of Study
Math	2 Units of Study



Technology	1 Unit of Study (unit of study initiated in grade six)
Physical Education	1 Unit of Study
Family & Consumer Sciences	3/4 Unit of Study (unit of study initiated in grade six)
Art	1/2 Unit of Study
Music	1/2 Unit of Study
Health	1/2 Unit of Study

Students must complete the equivalent of one period per week in library and informational skills in Grades 7 and 8.

Students must complete two units of study in a World Languages between Grades K-9. However, one (1) unit of credit may be awarded to students who pass the Checkpoint A course (grades 6-8) AND the regional checkpoint A assessment (FLACS A).

#### EIGHTH GRADE ACCELERATION

By New York State Commissioner's Regulations public school students in grade 8 may petition for the opportunity to take high school courses. The Northport-East Northport School District hereby establishes these areas for our students as: World Languages, Mathematics, and Science. Such opportunity shall be provided subject to specific conditions set forth by administrators and teaching staff.

Please see attached Appendix

## Summer School

The Northport-East Northport Summer Secondary School is designed for students who failed a course or are in need of remediation (pending enrollment and budget approval).

Summer school consists of one (1) ninety minute period each day, for each course, for 30 days, plus one day for final exams and one day for Regents and RCT exams.

#### COURSE OFFERINGS

The following courses will be offered in summer school (pending sufficient enrollment and budget approval):

English 7	Math 7
English 8	Math 8
Science 7	Social Studies 7
Science 8	Social Studies 8

A specialized 6th grade summer school program will be offered.

## Opportunity for Eighth Grade Students to Earn High School Credit

By New York State Commissioner's Regulations, public school students in grade 8 shall have the opportunity to take high school courses in three areas. The Northport-East Northport School District hereby established these areas for our students as: World Languages, Math and Science.

**Mathematics** – Eighth-grade students will earn a high school credit if they successfully complete Algebra I or Geometry and the respective Regents Examination in June. The final grade and the Regents examination grade will appear on the high school transcript and will be factored into the determination of the high school grade point average and rank. No high school credit is awarded for any seventh-grade course.

**Science** - Eighth grade students will earn a high school credit if they successfully complete Earth Science or Living Environment and the respective Science Regents examination in June. The final grade and the Regents examination grade will appear on the student's high school transcript and will be factored into the determination of the student's high school cumulative grade point average.

**World Languages** - World Languages in our District has traditionally been a program that provided one high school credit for eighth graders who successfully complete the World Languages curriculum in grades six, seven, and eight. The final grades in 6th, 7th and 8th grade language courses will be averaged together to calculate the grade for the 1st level of the language sequence. The Checkpoint A final grade and the regional assessment (FLACS A Exam) grade will appear on the high school transcript. The final grade will be factored into the determination of the high school grade point average and rank. This program shall be maintained without change.

This new state policy of allowing eighth graders to earn high school credit is intended to meet the special needs and interests of a small number of students who have demonstrated exceptional readiness for an early high school experience. We are concerned, as we know you are, that students be provided with educational opportunities which suit their unique needs. No student will be placed in any accelerated program without parental approval.

**ADDITIONAL INFORMATION** The following additional information has been provided to clarify information concerning the Math, Science and World Languages acceleration program.

### MATHEMATICS

Definition: Acceleration means the curriculum is advanced and enriched. There are one year and two year accelerated programs.

Model: Students who are candidates for acceleration are identified in grade five for entrance into the double accelerated program and in grade six for entrance into the single accelerated program.

Pathways:

- Single Acceleration
  - Grade 6: Math I/II
  - Grade 7: Pre-Algebra
  - Grade 8: Algebra I
- Double Acceleration
  - Grade 6: Pre-Algebra/Math II
  - Grade 7: Algebra
  - Grade 8: Geometry

Grading Procedure:

1. There will be no weighing of middle school grades for students who accelerate in Mathematics.
2. Any Student who level changes from an accelerated program to an on-grade-level program shall have his/her grade calculated based on the work actually completed in the on-grade-level course.

Criteria for Recommendation:

Recommendation criteria will include standardized assessment scores, classroom performance, and teacher feedback.

Students must maintain an 80 or better average to remain in the accelerated program. Students in the double-accelerated course of study are expected to exhibit an extraordinary passion for mathematics, and as such, to participate in Mathletes, extracurricular math contests, math research projects, etc.

Procedures for Class Reassignment:

The performance of each student who accelerates shall be reviewed by the teacher and guidance counselor after each marking period or whenever an issue arises. If at any point, the teacher feels that a student's placement is inappropriate and a level change is in order, the parent will be notified by the student's teacher and/or counselor.

Possible Level Changes:

From:      Pre-Algebra to Math 7/Math 6  
              Algebra I to Math 8/Pre-Algebra

## SCIENCE

#### Definition:

Acceleration means that the student will challenge the Physical Setting/Earth Science Regents curriculum or Living Environment Regents curriculum in lieu of the intermediate level Grade 8 Science Course.

#### Sequence:

1. Selection in grade 7 for science acceleration in grade 8.
2. Earth Science Regents or Living Environment Regents in grade 8.
3. Earth Science (Scientific Investigations or Regents) or Living Environment (Scientific Investigations or Regents) in grade 9.

Scientific Investigation (SI) courses are rigorous high school honors science classes for highly motivated students who display organizational and study skills, self-discipline and dedication to task.

#### Grading Procedure:

1. There will be no weighting of grades for students who accelerate in science.
2. Students who accelerate and return to the regular eighth grade curriculum shall have his/her grade based on work actually completed in that eighth grade course.

#### Indicators of Success in Accelerated Science:

Students' academic records are reviewed for initial recommendation at the end of the first semester of the 7th grade. A final review at the end of the school year will confirm the recommendation of the students for enrollment in 8th grade accelerated science.

The criteria for student recommendation for accelerated Earth Science or Living Environment may include teacher recommendation, math grades, English and science grades, NWEA scores, State Assessments in Math and ELA, and the 7th grade final exam in science.

If a student is not recommended for 8th grade Regents Science, a parent may call the guidance counselor to discuss the readiness of an accelerated placement.

#### Teacher Input:

Teacher input is a factor in determining a student's readiness to successfully achieve high school credit in accelerated courses. If the teacher feels the placement is inappropriate, the parent will be notified by the student's guidance counselor.

#### Procedures for Class Reassignment:

The performance of each student who accelerates shall be reviewed by the teacher and guidance counselor after the first marking period or whenever a problem occurs within the first semester. If class reassignment appears appropriate, a conference with the parent, student, teacher and guidance

counselor will be scheduled. No reassignment shall be made after the completion of the second marking period.

Possible Class Reassignment:

From: Earth Science Regents to Grade 8 Intermediate Level Science  
Living Environment Regents to Grade 8 Intermediate Level Science

Procedures for Monitoring Student Achievement beyond Eighth Grade: Teachers will report any student learning difficulties to the guidance counselor.

### WORLD LANGUAGES

Definition:

Acceleration means completion of a high school course below the ninth grade and the earning of one unit of credit.

Model:

Any student who successfully completes the sixth and seventh grade courses in World Languages will continue on to the eighth grade course. A unit of high school credit will be granted based upon a score of 65 or higher on both the FLACS A Exam given at the end of the 8th grade and the level one (average of 6th, 7th, and 8th final averages) course.

Grading Procedure:

1. There will be no weighting of grades for students who accelerate in World Languages.
2. Students who accelerate and who return to the regular eighth grade curriculum shall have his/her grade in eighth grade based on work actually completed in that eighth grade course.

Procedures for Monitoring Student Achievement beyond Eighth Grade:

Teachers will report any student learning difficulties to the guidance counselor.

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The Northport-East Northport School District will make every attempt to provide the middle school program described in this catalog. However, occasionally unforeseen circumstances, beyond the control of the district, may require the modification of the school program described within this catalog.

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