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### **South Ocean Middle School**

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Psychologist: Zahira Salinas  
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Telephone: 631- 687-6620  
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Hours: 7:30 a.m. – 2:42 p.m.

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## A MESSAGE FROM OUR PRINCIPALS

Dear Parents and Students:

Middle Schools serve the unique physical, emotional, academic, and social needs of students who are in a critical period of their lives as they change from childhood to adolescence. The transition to middle school is different for each student and the staff at Saxton, Oregon, and South Ocean Middle School are committed to creating a caring environment where you can reach your unique potential.

This **Curriculum Guide** was created to help you understand the requirements for each course at the middle school level. During these years you will build upon the strong foundation you received in elementary school by strengthening your skills and habits necessary for success. We also hope that the courses you take while in middle school will develop your interests in areas that you will want to pursue as you continue your academic journey through high school.

The information in this guide can help you begin to learn about the courses that interest you and set your academic goals. If you have any questions about your program or the scheduling process we invite you to discuss them with your guidance counselor.

We wish you the very best in your school career and we are here to support you along the way.

Manuel Sanzone  
Principal  
Saxton Middle School

Bryan Lake  
Principal  
Oregon Middle School

Timothy J. Piciullo, Ed.D.  
Principal  
South Ocean Middle School

# What Works in Middle Level Schools and Programs

## Essential Elements

We know what works in middle level schools and programs: *The Essential Elements of Standards-Focused Middle Level Schools and Programs*. These **Essential Elements**, mandated by the New York State Department of Education in CR100.4, provide us with the charge to deliver research-based, proven programs for our early adolescents that address both academics and personal development. Read more at [www.nysmsa.org](http://www.nysmsa.org).

- 1** A **philosophy and mission** that reflect the intellectual and developmental needs and characteristics of young adolescents.
- 2** An **educational program** that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.
- 3** An **organization and structure** that support both academic excellence and personal development.
- 4** **Classroom instruction** appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.
- 5** Strong educational **leadership** and a building administration that encourage, facilitate, and sustain involvement, participation, and leadership.
- 6** A network of academic and personal **support** available for all students.
- 7** **Professional learning** and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.




This poster is provided by the New York State Middle School Association. Visit us at [www.nysmsa.org](http://www.nysmsa.org).

The Patchogue - Medford  
School Community's

**VISION** is to inspire  
curiosity  
and confidence; and through  
CREATIVE LEARNING  
opportunities,  
we'll cultivate talents,  
so our students and staff  
can realize their

**UNIQUE POTENTIAL.**



PATCHOGUE - MEDFORD SCHOOL DISTRICT

The Patchogue-Medford School Community's

**MISSION**  
IS TO *provide diverse*  
**pathways** and  
*varied*  
**enrichment**  
opportunities that will lead  
to **meaningful**  
learning experiences  
**for all students**

PATCHOGUE MEDFORD SCHOOL DISTRICT



## **GRADING**

All teachers will set clear expectations for learning and make them transparent to staff, students, and families. The goal of a grading policy is to provide students, families, and teachers a shared understanding of what is required in order to achieve a specific grade. Teachers will share their grading policy with parents and students at the beginning of the school year.

Grades provide feedback to students on their individual understanding of their progression through a course or subject. Teachers have discretion in deciding which specific measures are factored into students' grades. However, determinations of passing or failing will be based primarily on how well students master the learning standards, subject matter, concepts, content, and skills addressed in a class or course. This means that students may not pass or fail based solely on non-mastery measures (e.g. behavior, compliance, participation, conduct) but rather based on how well they demonstrate their understanding of the content and skills required in the course.

## **ATTENDANCE**

Attendance refers to attendance data collection, reporting of how many students are in school each day and the practices necessary to increase the number of students in school each day. The district has an approved Comprehensive Attendance Policy that can be found on the district web-site. The purpose of the attendance policy is:

- To confirm that students are meeting compulsory attendance requirements.
- To know the whereabouts of every student for safety and school management reasons.
- To identify individual and group attendance patterns.
- To provide data to develop interventions to help close the gap in student performance, given the high correlation between attendance and achievement.
- To determine the district's average daily attendance for State Aid purposes.
- To ensure the maintenance of an adequate record verifying the attendance of all children at instruction in accordance with Education law, Section 3205.
- To establish a mechanism to account for the whereabouts of students throughout each school day.
- To ensure sufficient pupil attendance at all scheduled periods of actual instruction or supervised study activities to permit pupils to succeed at meeting the New York State Next Generation Learning Standards.

## **BOARD OF EDUCATION POLICIES**

Policy 6154 - Homework Policy  
Policy 5129 - Academic Integrity Policy



## HOMWORK POLICY

Homework provides opportunities for developing good study habits, providing for individual differences and abilities, and encouraging self-initiative on the part of the student.

Teachers are cautioned to avoid overloading students with excessively lengthy homework assignments or with overly brief and empty assignments. A teacher issuing a homework assignment should take into account the prevailing conditions which affect successful completion: the student's health, home environment, non-school responsibilities, assignment deadlines for other teachers and special observances and events related to the academic calendar. Planning homework assignments should be given as much care as the planning of any other aspect of a lesson. An assignment important enough to be done must be considered worthy of teacher evaluation.

Homework is defined as:

- Assignments that are a properly planned part of the curriculum extending and reinforcing the learning experience of the school.
- Assignments that help children learn by providing practice in the mastery of skills.
- Experience in data gathering and integration of knowledge
- An opportunity to remediate learning problems.
- Assignments that help develop the student's sense of responsibility by providing an opportunity for the exercise of independent work and judgment.

Homework shall be assigned according to these guidelines:

1. The number, frequency, and degree of difficulty of homework assignments should be based on the abilities, activities, and needs of the student. However, the grade given for the homework is dependent on the student's performance.
2. Weekends and holiday periods are to be free of homework. Weekend and holiday periods can be utilized when completing long-range assignments. A long-range assignment is defined as an assignment that students have five (5) or more school days to complete.
3. No single homework assignment should exceed 20 minutes per class at the secondary level. AP courses may, at the discretion of the teacher, exceed 20 minutes based on the scope and sequence of the course.
4. Students in grades 1-12 will only be assigned homework four (4) nights per week.
5. Students in grade 1-5 shall have no more than twenty (20) minutes of homework a night. This does not include independent reading.
6. No homework will be assigned to Kindergarten students.
7. As a valid educational tool, homework should be clearly assigned and its product carefully and promptly checked and reviewed in class with students.
8. Homework may not be assigned for punitive reasons.
9. Regulate distribution of homework and test schedules to avoid simultaneous or excessive demands of the students.

10. No more than 10% of a child's quarterly average should be comprised of homework grades. "Homework grades" refers to completion or effort toward completion of the homework assigned, not a numerical grade assigned to the homework.
11. No homework assignment can be graded and used as a test or quiz when calculating a student's quarterly average.
12. Students who are absent from school for a full day the day an assignment is given will have one day for each day out to make up all homework without penalty (lessons, appointments during periods and trips do not constitute absence – students must get the assigned homework that day from a classmate or teacher).
13. If a student was present the day an assignment was given, but is absent on subsequent days, that assignment should be turned in the first day the student returns to school.
14. Each department at the Middle School/High School must establish criteria for what type of assignments will be defined as homework.
15. Each department at the high school and middle level must establish a Departmental Homework Policy adhering to #1-6 above. This policy must be posted on the district website under the appropriate department, handed out, reviewed with all students the first week of school, distributed, and discussed at Back-to-School Nights.

The Board of Education believes that parental involvement in students' homework is essential to making homework an integral part of the educational program. Parents are expected to encourage and monitor homework assignments and, to the extent possible, provide conditions that are conducive to their successful completion.

Policy Adopted:  
May 18, 1987  
Policy Revised:  
December 16, 1991  
Policy Revised:  
August 24, 1992  
Policy Revised:  
August 26, 2013  
Policy Revised:  
March 18, 2019

## **ACADEMIC INTEGRITY – 5129**

The school district seeks to create an academic environment based on integrity, honesty, and hard work. Students are expected to maintain high standards of personal honesty at all times, presenting only their own work for class assignments, quizzes and tests, reports and projects. The administration, faculty, and student body all work together to develop a school culture which praises and fosters academic integrity. All researched work, whether quoted, summarized or paraphrased, is to be documented properly as directed by the teacher. Cheating, plagiarizing, and examination fraud constitute academic misconduct.

Cheating consists of, but is not limited to:

1. Referring to unauthorized notes or devices during a quiz or test (this may include, but not be limited to, the use of Cliffs Notes, crib sheets, personal notes, and/or electronic inscriptions);
2. Obtaining copies of a test or information about the contents of a test without the teacher's knowledge;
3. Altering a grade after a test;
4. Changing and/or falsifying a grade in the district's and/or a teacher's written or electronic grade record;
5. Looking at another student's quiz or test for purposes of obtaining answers or information;
6. Assisting another student to cheat.

Plagiarism consists of copying, summarizing or paraphrasing information (another's thoughts, words, images or sounds) without giving credit to the original source, generally in essays, papers, projects and reports. It may be a few borrowed words or paragraphs, background information that is not acknowledged, or an entire paper or project obtained from another, downloaded from the Internet, or purchased from a paper mill.

Examination fraud, where an examination is under the authority of the Board of Regents of the New York State Education Department, includes:

1. The use of unfair means to pass an examination
2. Giving aid to, or obtaining aid from, another person in any examination
3. Alteration of any Regents passcard or other credential
4. Intentional misrepresentation in connection with examinations and credentials.

Teachers, administrators and any other member of the district staff shall promptly report any suspected violations of this policy to the building principal, director, superintendent, or his/ her designee.

Consequences of Academic Misconduct:

Any alleged act of academic misconduct by a student shall be evaluated on a case-by- case basis by the building principal or his/her designee. The building principal shall follow the disciplinary actions listed below when a student is found to have engaged in academic misconduct:

### First Incident

Building principal shall take all of the following disciplinary actions:

- The student shall receive a "zero" or a letter grade of "F" on the assignment or test
- Parental notification
- Oral reprimand

### Second Incident

Building principal shall take all of the actions listed above and may take any or all of the following disciplinary actions:

- No public recognition of academic honors
- Ineligibility for or removal from District-sponsored honor societies

- Withdrawal of District-sponsored scholarship
- Written reprimand placed in permanent record

#### Third Incident

In addition to any of the actions listed above the building in consultation with the superintendent or his/her designee may impose the following disciplinary action:

- The student shall receive a letter grade of “F” in the course and be dismissed from the course for the remainder of the semester/year with no credit. This disciplinary action may be imposed only if the third incident occurs within the same course within the same school year.

Unless otherwise provided herein, each incident of academic misconduct by a student, regardless of the class, semester, or year in which the incident occurred, shall be considered the first, second, and third incident respectively, for purposes of the above list. For example, if a student engaged in a prior act of academic misconduct in a prior school year, the first time such student engages in academic misconduct in his/her current class, such misconduct would constitute a “Second Incident,” and the student could be deemed ineligible or removed from District-sponsored honor societies.

In addition to the above sanctions, any student removed from a course with a letter grade of “F” or any student who engages in academic misconduct may not be eligible to receive any District-sponsored award, recognition, or hold any student leadership position.

Disciplinary sanctions beyond those listed here, including detention, in-school suspension, and out-of-school suspension, may be issued by the Building Principal in addition to the academic sanctions listed above, in accordance with the District’s Code of Conduct.

Any student believed to have engaged in academic misconduct shall have the right to an informal conference with the Building Principal to present his/her version of the events prior to the imposition of the above-listed sanctions. Students may appeal sanctions to the Superintendent of Schools by submitting a written appeal to the Superintendent within five (5) business days.

#### Special Consequences for Examination Fraud:

If, in the judgment of the Principal responsible for administration of an examination under the authority of the Board of Regents of the New York State Education Department, upon the basis of evidence deemed by him/her to be sufficient, a student has been found guilty of having committed or attempted to commit fraud in the examination, the Principal shall be authorized to cancel the examination and to exclude the student from any subsequent Regents examination until such time as the student has demonstrated by exemplary conduct and citizenship, to the satisfaction of the Principal, that the student is entitled to restoration of this privilege.

Before such a penalty is applied, a student accused of having committed or having attempted to commit fraud in an examination under the authority of the Board of Regents of the New York State Education Department, shall be given an opportunity to make satisfactory explanations, including the right to appear before the Board of Education or a person(s) designated by the Board, together with his/her parent(s), and, if so desired by the parent(s), an attorney, all of whom shall be given the opportunity to ask questions of the examiner(s) and any other person having direct personal knowledge of the facts. The Board or the person(s) designated by the Board for the purpose of such inquiry may affirm, modify, or reverse the findings or penalty, if any, imposed by the Principal. The Principal shall report promptly to the Commissioner of Education, the name of each student penalized under these provisions, together with a brief description of the circumstances, in accordance with Section 102.4 of the Commissioner’s Regulations.

Ref: Education Law § 225 8 NYCRR § 102.4

Cross-ref: Code of Conduct

Adopted: October 24, 2016

Revised: August 27, 2018

## ACADEMIC REQUIREMENTS

**Required Units of Study-** NYSED Part 100.1 Regulations defines a unit of study to be 180 minutes per week throughout the school year, which is equivalent to 108 hours of instruction per year. The requirements below are defined in NYSED Part 100.4 Regulations.

Subject	Grade 7	Grade 8
English Language Arts	1 unit of study	1 unit of study
Social Studies	1 unit of study	1 unit of study
Math	1 unit of study	1 unit of study
Science	1 unit of study	1 unit of study
*CTE	1 3/4 units of study across grades 7 and/or 8	
Physical Education	½ unit of study	½ unit of study
Health Education	½ unit of study across grades 7 and/or 8	
The Arts	½ unit of study in the visual arts, and ½ unit of study in music	
Library and Information Skills	Equivalent of 1 period per week in grades 7 or 8, or the equivalent	
Languages Other Than English (LOTE)	At least 1 unit of study by the end of grade 8	

\*Unit of study may be initiated in grade 6.

Grade 6
<p>In grade 6, students receive instruction aligned to NYSED learning standards in specific subject areas. Districts may determine the distribution of time among these subject areas based on their academic program and student needs, with the exception of physical education and health.</p> <p><b>English Language Arts (ELA), including reading, writing, listening and speaking</b></p> <ul style="list-style-type: none"> <li>• Social Studies, including geography and US history</li> <li>• Math, including arithmetic, science and technology</li> <li>• Physical Education</li> <li>• Health</li> <li>• The Arts</li> <li>• Language other than English (LOTE)</li> <li>• Career development and occupational studies</li> <li>• ENL and/or Bilingual education, where student need is established</li> </ul>

**Patchogue-Medford School District  
Middle School Acceleration**

<b>Accelerated Options for Students Entering Grade 7</b>	
<b>COURSE</b>	<b>CRITERIA</b>
<b>Math 7 Accelerated</b>	<ul style="list-style-type: none"> <li>• Final Grade 6 Math average <math>\geq 85\%</math></li> <li>• Teacher recommendation</li> <li>• NYS Grade 6 Math Assessment Level <math>\geq 3</math></li> <li>• SRI (Reading Inventory) <math>\geq 875</math></li> </ul> <p>Please note: Students will be initially placed in Math 7 Accelerated based upon their overall average for the first two marking quarters. Final placement is contingent upon the student's final average in June. At such time, appropriate placement in the accelerated program will take place.</p>
<b>Accelerated Options for Students Entering Grade 8</b>	
<b>COURSE</b>	<b>CRITERIA</b>
<b>Algebra I</b>  <i>*students receive 1 math credit towards high school graduation requirements</i>	<ul style="list-style-type: none"> <li>• Final Math 7 Accelerated average <math>\geq 85\%</math></li> <li>• Teacher recommendation</li> <li>• NYS Grade 7 Math Assessment Level <math>\geq 3</math></li> <li>• SRI (Reading Inventory) <math>\geq 875</math></li> </ul> <p>Please note: Students will be initially placed in Algebra I based upon their overall average for the first two marking quarters. Final programming is contingent upon the student's final average in June. At such time, appropriate placement in the accelerated program will take place.</p>
<b>Earth Science</b>  <i>*students receive 1 science credit towards high school graduation requirements</i>	<ul style="list-style-type: none"> <li>• Math 7R final average <math>\geq 90\%</math> or Math 7 Accelerated final average <math>\geq 85\%</math> <u>and</u></li> <li>• Science 7 final average <math>\geq 90\%</math></li> <li>• Teacher recommendation</li> <li>• SRI (Reading Inventory) <math>\geq 875</math></li> </ul> <p>Please note: Students will be initially placed in Earth Science based upon their overall average for the first two marking quarters. Final placement is contingent upon the student's final average in June. At such time, appropriate placement in the accelerated program will take place.</p>
<b>Studio Art</b>	<p><b>Students who have achieved a 90% final average in Art 7 with a teacher's recommendation. Any other student who wishes to enter this course would need a teacher's recommendation based off an assessed project that would be assigned to them.</b></p>

# PERFORMING ARTS



## 6<sup>th</sup> Grade Art

### *Course Description:*

In sixth grade art, students explore a variety of media as they build their skills in drawing, painting, and sculpture. They will also be introduced to ideas about color, perspective, and design. Teachers will discuss artists, artwork, and provide technique demonstrations in order to develop skills in art appreciation, art history, art production, and art criticism.

### *Enduring Understandings*

- Artists and designers develop excellence through practice and constructive critique.
- People create, respond to, and interact with objects and places in ways that define, shape, enhance and empower their lives.

### *Essential Questions*

- How do artists and designers create works that effectively communicate ideas?
- How do artists and designers care for and maintain materials, tools, and equipment?
- How can the Viewer “read” a work of art as text?
- How does creating art enrich people’s lives?

# PERFORMING ARTS



## 7<sup>th</sup> Grade Art

### *Course Description:*

In seventh grade art, students will continue their development of art skills in a variety of two-dimensional and three dimensional media. Two-dimensional lessons may include painting, collage, drawing, and printmaking. Three-dimensional projects may include functional or sculptural ceramic work. There will be an emphasis on art vocabulary, creativity, and concepts of design. Art history, art appreciation, and art criticism will be integrated into each unit.

### *Enduring Understandings*

- Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- Artworks collected, preserved or presented communicate meaning and function as a record of social, cultural, and political experiences.

### *Essential Questions*

- How do artists and designers determine what resources and criteria are needed to formulate artistic investigations?
- How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?
- How does knowing and using visual art vocabularies help us understand and interpret works of art?
- What is the function of art museums, galleries, and other venues that display artwork?



# PERFORMING ARTS



## 8<sup>th</sup> Grade Art

### *Course Description:*

In eighth grade art, students will focus more on personal expression of creativity through various two dimensional and three dimensional art forms. There will be a deeper exploration of composition, technique, and the elements and principles of design. There will be an emphasis on attention to detail and craftsmanship. Art history and art appreciation will be covered in more depth. Problem solving, and critical thinking will be integrated into lessons.

### *Enduring Understandings*

- Generating and solving artistic problems prepares people to contribute innovative solutions within a society or culture.
- Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.

### *Essential Questions*

- How do artists grow and become accomplished in art forms?
- How do personal reflection and group critique help us to develop more effective artistic work?
- How do life experiences influence the way we relate to art?
- How does learning about art affect how we perceive the world?
- How do knowledge and skills in the arts broaden career opportunities?

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## Studio Art

### *Course Description:*

This course is recommended to all students who are considering art as a major sequence and is a prerequisite for advanced art electives. Studio in Art is centered on the development of an understanding of the Elements and Principles of Design and an understanding of color theory. Fundamental skills in drawing, painting, and sculpture will be emphasized using a broad range of two-dimensional and three-dimensional media. Students will also explore the history and tradition of drawing, painting and sculpture. **(Students receive 1 art credit towards high school graduation requirements.)**

Prerequisite: Refer to criteria on page 14.

# PERFORMING ARTS



## 6th-8th Grades Performing Music Ensembles (Band, Chorus, Orchestra)

### *Course Description:*

The Patchogue-Medford School District offers three performance-based music ensembles throughout the school day: band, chorus and orchestra. As part of the expectations of these classes, each ensemble performs at evening concerts and potentially scheduled special events.

**Music lesson enrichment is an expectation of the music program in the district.** Music lesson enrichment takes place in small group instructional settings, compared to the vast size of a performance ensemble. Music lesson enrichment is meant to be an extension of classroom instruction, providing students the ability to work on individualized voice/instrument parts with their music teacher. Music lesson enrichment is scheduled during the school day on a rotated period basis, approximately once per week. Students are expected to make up any classwork or exams that are missed when attending Music lesson enrichment. Please See the Music Department webpage for the Music lesson enrichment procedure.

The ensembles offered in our schools is as follows:

*Grade 6 Band*

*Grade 6 Chorus*

*Grade 6 Orchestra*

*Grade 7 and Grade 8 Band (combined)*

*Grade 7 and Grade 8 Chorus (combined)*

*Grade 7 and Grade 8 Orchestra (combined)*

The curriculum for our ensembles focus on principles of music and performance techniques at a developmentally appropriate level. The elements that are explored in class will help to create the backbone of a student's middle school music experience.

### ***Enduring Understandings***

Students will develop an understanding of how to perform as an individual, as well as within an ensemble. They will progress in proficiency in both music literacy and performance, growing from where they had started in the elementary music program, and transitioning to high school and beyond. Students will also develop musicianship skills as they explore more of the musical nuances of performance, including style, phrasing, dynamics, intonation, blend and musicality.

### ***Essential Questions***

- What is required for a successful ensemble performance?
- How can I individually improve my performance?
- How should we balance the voices/sections within our performing group?
- How does music effect our physical, emotional, academic, and social development?

# PERFORMING ARTS



## 7th-8th Grades General Music

### *Course Description:*

The curriculum for General Music will focus on basic principles and knowledge of music. This will be explored through music reading, musical theatre, learning of various genres and the use of instruments seen outside of a band and orchestra performance setting.

### *Enduring Understandings*

General music students will develop an appreciation of music in their lives. There will be exploration through performance on classroom instruments, music literacy, use of technology and listening strategies.

### *Essential Questions*

- How does music effect our physical, emotional, academic, and social development?
- How do we use music in our lives?
- How can we appreciate different genres of music?

# ENGLISH LANGUAGE ARTS DEPARTMENT



## 6<sup>th</sup> Grade English

### **Course Description:**

Students will be immersed in multi-genre literature units. Titles may include *A Long Walk to Water*, *Lightning Thief*, *In Flanders Field* and *Bud Not Buddy*. Reading strategies such as citing textual evidence, determining the meaning of words and phrases and annotating are developed. Additionally, writing strategies such as reinforcing the SIMS paragraph structure and essay writing are studied.

### **Enduring Understandings**

- Human beings have a responsibility to building the community around them.
- Myths reflect the values of the culture in which they are created.
- Childhood experiences have a drastic impact on our view of life and who we become as adults.
- Values are the core principles that we live by and are created by our families, friends and experiences.

### **Essential Questions**

- What is community and what is our responsibility to it?
- What is a myth and what are the common elements found in myths?
- How do our past experiences impact our perspective on life?
- What are the most important values/rules to live by and how do we decide which are the most important?

## 7<sup>th</sup> Grade English

### **Course Description:**

Students will be immersed in multi genre literature units. Titles may include *Touching Spirit Bear*, *The Cay*, *The Giver*, *The Miracle Worker* and a *Christmas Carol* as well as other short fictional and non-fiction texts and various poems. Reading strategies such as annotating, summarizing, making connections, inferencing, using context clues and drawing conclusions will be reinforced throughout the year. Lessons will reinforce the SIMS paragraph structure, essay writing, using transitions and topic sentences.

### **Enduring Understandings**

- The impact of decisions on ourselves and the world around us.
- Close reading skills are essential to comprehending text and thinking critically.
- Beliefs are formed through cultural backgrounds, relationships and society.
- The relationship between free will; and society.
- There is a dilemma of national security and the maintenance of civil liberties.

# ENGLISH LANGUAGE ARTS DEPARTMENT



## 7<sup>th</sup> Grade English (Continued)

### *Essential Questions*

- What is the relationship between decisions and consequences?
  - Who helps me form my beliefs?
  - Why does society continue to put down certain groups?
  - How does one person inspire another?
  - How are people transformed through their relationship with others?
  - What makes good writing?
- 

## 8<sup>th</sup> Grade English

### *Course Description:*

Students will be immersed in multi genre literature units. Titles may include *The Outsiders*, *Hero*, *Unbroken* and *Thank You* as well as other short fictional and non-fiction texts and various poems. Reading strategies such as annotating, summarizing, making connections, questioning, inferencing and drawing conclusions will be reinforced throughout the year. Writing strategies will include reinforcing the SIMS paragraph structure and essay writing.

### *Enduring Understandings*

- Technology has both costs and benefits.
- Resilience is a learned behavior.
- Actions can change the course of one's life.
- Close reading skills are essential to comprehend and think critically about texts.
- Good writing is essential to thinking.

### *Essential Questions*

- To what extent does writing play a role in helping to communicate with others and how can it help us to be successful?
- To what extent does environment and interactions with others form our perception of our identity and the identity of others?
- To what extent can one's actions and character impact the course of one's life?
- To what extent does intolerance influence individuals, community and society?



## Remedial Reading

### *Course Description:*

Remedial reading is designed to prepare students to meet the literacy requirements of the 21st century. The course enhances students' construction of meaning from narrative, expository and digital literature. The ongoing development and reinforcement of strategies promotes students' reading comprehension and writing composition.

# FAMILY & CONSUMER SCIENCE & EXPLORATORY



## 6<sup>th</sup> Grade Home & Careers

### *Course Description:*

Home and Career Skills is a course that will provide students with the skills necessary to improve their quality of life. Furthermore, students will acquire the skills necessary to be responsible members of their family and community. Students will have the ability to cultivate a positive self-image, set realistic goals, think constructively, make responsible decisions, and explore inspired career choices. In addition, students will engage in hands on activities that promote a healthy lifestyle and responsible resource management.

### *Enduring Understandings*

- Decisions made today will impact my future.
- Self-awareness will foster a positive self-esteem, healthy decision making and relationships.
- Inspired career choices are essential for a rewarding and meaningful life.
- A positive self- Image will help me avoid self-destructive behaviors such as, drug abuse, gangs, and eating disorders.
- Helping my community and giving back to society is a responsibility for everyone.

### *Essential Questions*

- Why is goal setting and decision-making essential in determining my future?
- How can I cultivate a positive self-concept and develop healthy relationships?
- How can I successfully contribute to our culture and society?
- How can I manage my personal resources to achieve my goals?
- How can sewing skills be utilized in my future?

## 6<sup>th</sup> Grade Exploratory

### *Course Description:*

This course is designed for students to utilize their research skills to craft an entrepreneurial idea and business plan. Students will collaborate with peers and present their idea through a presentation. Students will have the opportunity to select their presentation method (speech, mock debate, web-based presentation tool, etc.). As part of the business plan, students will learn how to balance a bank account, maintain a budget, create a financial plan, identify risks; learn about credit/debit and interest rates. This course will meet every other day for the entire school year.



## Design and Marketing

### *Course Description:*

The Design and Marketing course will give students the opportunity to create, evaluate, and advertise items that can be used in our daily lives. This course will give students skills in designing an idea, target marketing, manufacturing of goods, supply chain process, and development of a product. Students will have the opportunity to create a product using the resources provided and market that product to potential customers using data they obtained through their inquiry.

### *Enduring Understandings*

- Identifying the need for a product
- Generating a solution collaboratively
- Creating a product
- Advertising to a targeted population
- Designing vs Marketing
- Manufacturing process

### *Essential Questions*

- How are products developed pinpointing the needs of a targeted audience?
- Why is working collaboratively an important factor in design and marketing?
- How is data gathered to identify the need for a product to be designed?
- How does marketing determine the success of a product designed for consumers?
- What are the steps followed by designers to develop a product for consumers?



# HEALTH EDUCATION DEPARTMENT



## 7<sup>th</sup> Grade Health

### *Course Description:*

The middle school health program consists of a comprehensive curriculum that focuses on teaching our students fundamental life skills that can be utilized now and into adulthood. Our mission is to give children the tools to make positive choices that will lead to a healthy and productive life.

Health is an academic course given every other day for the entire year that focuses on the needs of the whole child. Our health class empowers students to enrich their physical, mental, and social well-being enabling them to advocate for themselves and others.

Classes will consist of peer collaborative work, teacher guided discussions, and resource management. There will also be guest speakers invited in from our local community to discuss current trends and health concerns that affect our community.

The curriculum includes, but is not limited to:

- Mental health
- Substance education
- Nutrition
- Fitness and wellness
- Chronic Diseases
- First aid and safety
- Maturation

# LIBRARY MEDIA



## Library Media

### *Course Description:*

Library media instruction is an essential part of a student's educational experience. All curricular areas are supported by library media services. The rapid change in communication technology requires quality library media programs with a wide variety of resources to enable students to access, evaluate, interpret and apply information from print and electronic sources. Additionally, the library media center has incorporated Makerspace; a place where students can gather to create, invent, tinker, explore and discover using a variety of tools and materials.

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## 6<sup>th</sup> Grade Independent Research

### *Course Description:*

With all of the information readily available today, it is difficult to decipher those sources worthy of one's attention. The objective of this course is to provide a foundation for research methods by developing students' basic research skills. These skills include real life strategies to help students generate critical questions, recognize and evaluate sources of information, develop a hypothesis, and present their findings in a variety of publishing formats.

# MATHEMATICS DEPARTMENT



Intermediate math prepares students for the mathematics in their lives, now and in the future, and for the NYS Mathematics Assessment taken in May of each year.

## 6<sup>th</sup> Grade Mathematics

### *Course Description:*

The grade six mathematics program is aligned to the New York State Next Generation Learning Standards for Mathematics. The objectives are designed to strengthen students' ability to reason abstractly and quantitatively, make sense of problems and persevere in solving them, construct viable arguments and critique the reasoning of others, and model with mathematics. Instructional time focuses on four critical areas: (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; and (4) developing understanding of statistical thinking.

## 7<sup>th</sup> Grade Mathematics

### *Course Description:*

Math 7 provides a course of study addressing the Grade 7 New York State (NYS) Mathematics Syllabus and the NYS Next Generation Learning Standards. In Grade 7, instructional time focuses on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

## 7<sup>th</sup> Grade Mathematics Accelerated

### *Course Description:*

Math 7 Accelerated prepares the outstanding mathematics student for high school level mathematics starting with Regents Algebra I in eighth grade. Students enter this accelerated course based on teacher recommendation, quarterly exams, final exam and overall course average in June. The program is rigorous and fast-paced as it is focused on both the 7th and 8th Grade Mathematics topics in one year.

# MATHEMATICS DEPARTMENT



## 8<sup>th</sup> Grade Mathematics

### *Course Description:*

Math 8 provides a course of study addressing the NYS Next Generation Learning Standards. Math 8 prepares students for the first year of a three-year Regents sequence in mathematics beginning in the ninth grade. In Grade 8, instructional time focuses on three critical areas: (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.

## 8<sup>th</sup> Grade Algebra I

### *Course Description:*

Algebra I is designed for the outstanding mathematics student who will complete the study of the first year of a three-year Regents Sequence in mathematics.

The course follows the NYS Next Generation Learning Standards for Algebra I and prepares students for the Regents exam in June. Students will engage in rigorous problem-solving that relate to real-world situations using knowledge learned from the following topics: relationships between quantities, reasoning with equations and their graphs, descriptive statistics, linear and exponential functions, polynomial and quadratic (expressions, equations and functions) and modeling with equations and functions. The course is taught using a broad range of activities and projects, both individual and collaborative, and requiring the use of TI-84 calculators, to reinforce learning, maintain and heighten curiosity, and instill a desire to explore and discover mathematics. **(Students receive 1 math credit towards high school graduation requirements.)**

Prerequisite: Refer to criteria on page 12.

# MATHEMATICS DEPARTMENT



## Math Plus: Grades 6, 7 and 8

### *Course Description:*

Through an alternating day schedule program, students taking mathematics in grades 6, 7 or 8 may receive remediation to help them increase their proficiency in mathematics. Through a blended learning model that combines direct teacher instruction and the use of math remediation software, students receive additional math support that focuses on increasing their understanding of mathematical concepts, improving problem-solving skills, and acquiring additional learning strategies for various topics of mathematics.

Math Plus services can be requested by the student or his/her parent, or students can be referred by their math teacher.

# PHYSICAL EDUCATION DEPARTMENT AND INTERSCHOLASTIC SPORTS



## 6<sup>th</sup> Grade Physical Education

### *Course Description:*

The Sixth Grade Physical Education curriculum gears itself towards the students' social, emotional and physical development. Students will have the responsibility of maintaining a Physical Education locker, changing their attire and being prepared for each class. Our curriculum will emphasize sportsmanship and mutual respect, as well as provide an environment of emotional and physical safety for all.

In sixth grade there is a transition from general locomotor movement to sport specific and lifetime fitness application. By utilizing a variety of fitness activities, modified sports games and skill development, we will emphasize the importance of maintaining an active lifestyle. Some of the activities students will be participating in are cooperative games, physical fitness testing, soccer, basketball, football, jump rope, volleyball, hockey, handball, fitness and outdoor recreational games.

All middle school students will participate in the PACER assessment to evaluate their current cardiovascular fitness levels.

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## 7<sup>th</sup> Grade Physical Education

### *Course Description:*

Throughout the year students will be participating in a variety of sports and fitness related activities that will provide the educational foundation necessary to live healthy, active and productive lives. They are taught units such as: indoor and outdoor soccer, ultimate frisbee, ultimate football, flag football, fitness testing, basketball, team handball, volleyball, floor hockey and yoga. Students will understand the benefits of physical activity and what it means to lead a healthy lifestyle. Physical fitness and lifelong activities will encompass ideas that students can utilize to be lifelong learners and appreciate healthy lifestyles. The PACER test will also be utilized to assess their current cardiovascular fitness levels.

# PHYSICAL EDUCATION DEPARTMENT AND INTERSCHOLASTIC SPORTS



## 8<sup>th</sup> Grade Physical Education

### *Course Description:*

The 8th grade Physical Education program focuses on improvement of physical fitness levels, participation in team sports and development of social skills. Activities include: physical fitness testing, endurance runs, cooperative games, soccer, football, team handball, volleyball, small games, basketball, floor hockey, kickball and softball. All middle school students will participate in the PACER assessment to evaluate their current cardiovascular fitness levels. The 8th grade Physical Education program refines the skills that were taught in previous years and has more time for game play available.

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## Adaptive Physical Education

### *Course Description:*

Adapted Physical Education (APE) provides the students with a positive movement experience in a small group setting. The students are given opportunities to acquire and enhance their motor and cognitive skills. APE will develop students' movement skills in the areas of gross locomotor movement patterns, ball skills, striking skills and balance. APE will also give students an opportunity to develop skills in various sports in a smaller class setting. This setting allows the student to learn at their own pace and have their specific needs met while being in a positive setting. This APE program is a quality program which will provide each student with the foundation for a healthy, happy, and productive lifestyle.

# PHYSICAL EDUCATION DEPARTMENT AND INTERSCHOLASTIC SPORTS



## 7th-8th Grades Interscholastic Sports Program

### **Fall**

Cross Country  
Field Hockey  
Football  
Boys' Soccer  
Girls' Soccer  
Girls' Tennis  
Cheerleading

### **Early Winter**

Boys' Basketball  
Girls' Volleyball  
Cheerleading

### **Late Winter**

Girls' Basketball  
Wrestling

### **Spring**

Baseball  
Boys' Lacrosse  
Girls' Lacrosse  
Softball  
Boys' Tennis  
Boys' Track  
Girls' Track



# SCIENCE DEPARTMENT



## 6<sup>th</sup> Grade Science

### *Course Description:*

Grade six science encompasses the study of life sciences, physical sciences, and earth and space sciences that are all part of the New York State P-12 Science Learning Standards. Students receive a foundational introduction to all of these branches that will enable them to successfully continue to build upon in both Grade 7 and 8. Specific topics include: matter, energy, simple machines, atmosphere, weather, cells, biomes and ecosystems. Critical to understanding science concepts is the use of scientific inquiry to develop explanations of natural phenomena. Therefore, students have the opportunity to develop their skills of analysis, inquiry, and design through active laboratory work on a regular basis.

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## 7<sup>th</sup> Grade Science

### *Course Description:*

Students in the grade 7 science program will have an opportunity to explore a variety of science topics that are part of the New York State P-12 Science Learning Standards. Each unit of study includes laboratory activities that afford hands-on experiences that will reinforce and enhance science content as well as teach scientific methods that include science process skills. The curriculum is divided into three major units. Unit 1: Physical Science - investigates the general properties of matter; physical and chemical properties; distinguishing types and forms of matter; the atomic model of matter; elements, compounds and chemical symbols. In addition, a unit on waves which includes sound and light. Unit 2: Earth Science - examines basic geology; rocks and minerals, plate tectonics, maps, landforms, and weathering and erosion. Unit 3: Life Science – explores the nature of life as distinct from the non-living; the structure and function of cells and cell parts; the difference between plant and animal cells; the care and use of the microscope; human body systems, and plant structure.

# SCIENCE DEPARTMENT



## 8<sup>th</sup> Grade Science

### *Course Description:*

Students taking 8th Grade Science will explore the physical and natural elements of the world through selected core concepts in Chemistry, Physics, Earth Science and Biology. The course objectives align to the New York State P-12 Science Learning Standards (NYSSLS) and to “three-dimensional” (3D) learning. Using the 3-Dimensional approach that integrates Scientific and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs), students will view science more as an interrelated world of inquiry and phenomena rather than a static set of science disciplines. 3D learning refers to the intentional integration of three distinct dimensions: Scientific and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs). Through 3D learning, the NYSSLS emphasize that science is not just a series of isolated facts. This enables students to view science more as an interrelated world of inquiry and phenomena rather than a static set of science disciplines. Students will use systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned. They will conduct investigations, solve problems, and engage in discussions with teacher guidance. Moreover, students will discuss open-ended questions that focus on the strength of the evidence that is used to generate scientific claims.

## 8<sup>th</sup> Grade Earth Science

### *Course Description:*

Earth Science is designed for the outstanding science student who will complete the study of the first year of a three-year Regents Sequence in science.

The grade 8 Earth Science course is an accelerated lab-oriented course where students learn conceptual aspects of earth and space science through scientific investigation. It is interdisciplinary study of the principles of weather, physical geography, historical geology, astronomy and environmental science. This course culminates with a Regents examination and has a laboratory period that meets alternate days for the entire year. The New York State Education Department requires all students taking this course to satisfactorily complete a laboratory requirement as a prerequisite for admittance to the Regents examination in June. This requirement states that each student must complete a minimum of 1200 minutes (typically thirty 40-minute laboratory periods) with written lab reports as evidence of his/her attendance and participation. **(Students receive 1 science credit towards high school graduation requirements.)**

Prerequisite: Refer to criteria on page 12.

# SOCIAL STUDIES DEPARTMENT



## 6<sup>th</sup> Grade Social Studies

### *Course Description:*

Students study the art, culture, history, geography, government and economic development of early civilizations. The distinctions and importance of Paleolithic and Neolithic civilizations are made. The significance of the development of the river valley societies of Egypt, China and Mesopotamia are discussed. The Greeks and the Romans and their contribution to western civilization are documented. For example, the distinctions between Athens and Sparta and the enduring legacies are analyzed.

### *Enduring Understandings*

How a civilization develops and grows, the legacies of early civilizations to the modern world and the development of various forms of government such as aristocracy and democracy are part of the essential understandings. Additionally, the concept of “civilization” and its meaning are integral to the course.

### *Essential Questions*

- Was the development of Agriculture good for humans?
- What is civilization?
- Are the Olympics more than Sports?
- What are the legacies of ancient civilizations?
- Did the Chinese and the Romans know each other?

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## 7<sup>th</sup> Grade Social Studies

### *Course Description:*

The course is divided into eight key ideas, tracing the human experience in the United States from pre Columbian times until the Civil War, focusing on the people, places, and events in New York State as applicable. It is organized chronologically and incorporates geography as well as economic, social and political trends. Throughout the course, teachers help students see connections across time. For example, when examining indentured servitude and slavery, the human trafficking experiences of immigrants are analyzed. Taking informed action is an integral part of the social studies curriculum.

### *Enduring Understandings*

The key concepts form the essential understandings:

- Individual Development and Cultural Identity.
- Development, Movement and Interaction of Cultures.
- Time, Continuity and Change.
- Geography, Humans and their Environment.

# SOCIAL STUDIES DEPARTMENT



## 7<sup>th</sup> Grade Social Studies (Continued)

- Development and transformation of social structures.
- Power, Authority and Government.
- Civic Ideas and Practices.
- Science, Technology and Innovation.

### *Essential Questions*

- Why did the Pilgrims and the Wampanoag go wrong?
- Was the American Revolution inevitable?
- Is Compromise always fair?
- Was it destiny to move west?
- Can words lead to Civil War?

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## 8<sup>th</sup> Grade Social Studies

### *Course Description:*

Grade 8 is arranged chronologically, beginning with Reconstruction and ending in the present and incorporates geography, as well as social, economic and political trends. The course is divided into nine key ideas; the first seven traces the human experience in the United States from Reconstruction to the end of World War II. The last three key ideas examine different themes in United States and New York history from the post-War period up to the present day which provides the opportunity to explore contemporary issues. Students will be:

- Analyzing a variety of primary sources to obtain meaning from context.
- Practicing comparing and interpreting information from a variety of visual sources.
- Synthesizing information in categories to effectively generalize, and evaluate data.
- Developing cause and effect relationships

### *Enduring Understandings*

- Regional tensions following the Civil War complicated efforts to heal the nation.
- Industrialization and immigration contributed to the urbanization of America.
- Problems resulting from these changes sparked the Progressive Movement and increased calls for reform.
- Political, Economic and Cultural factors contributed to a push for westward expansion and a more aggressive U.S. foreign policy in the 19<sup>th</sup> century.
- Various diplomatic, economic and ideological factors contributed to the US decision to enter World War I.
- Economic and environmental factors created hardships and depression.

# SOCIAL STUDIES DEPARTMENT



## 8<sup>th</sup> Grade Social Studies (Continued)

- World War II transformed the United States.
- The period after World War II has been characterized by an economic and political struggle.
- The Civil Rights Movement and the Great Society have been part of an attempt by the government to address social, economic and political injustice.

### *Essential Questions*

- Is Greed good? (Rise of Big Business and the Gilded Age)
- Was American expansion abroad justified?
- Should freedom be sacrificed in the name of national security?
- Were the suburbs good for America?
- Is protest patriotic?

# BUSINESS DEPARTMENT



## Financial Literacy

### *Course Description:*

The Financial Literacy Course will allow students to explore their skills, interest, values and the world of work to make informed education, career and life decisions. This course will allow students to apply smart budgeting, wise credit use, and minimizing financial risk - so they can apply strong financial management skills regardless of their income. Students will have the ability to use the skills they receive to budget and manage income according to the expenses they receive using inquiry base learning strategies.

### *Enduring Understandings*

- Generating Income
- Budgeting expenses
- Keeping a healthy credit
- Saving, Investing, and Risk Management
- Identifying financial goals
- Federal, State, and County Taxes

### *Essential Questions*

- Why is budgeting an important factor when saving money to make purchases?
- What are taxes and how do they make an impact in the income we generate when employed or purchase goods?
- How does credit affect us when we apply for a loan or are looking for employment?
- How do we determine purchases comparing our needs and our wants?
- How does education and skills attained through training determine the income generated by an individual?

# TECHNOLOGY DEPARTMENT



Middle school technology education is an investigative, activity-based program. Students are asked to solve technical problems through the gathering of information, the development of solutions, and the creation of a plan to solve the problem.

## 6<sup>th</sup> Grade Technology

### *Course Description:*

Sixth grade technology is a foundation course that develops student's technical literacy through design, invention, and innovation. Through a hands-on practical approach, students learn about various processes that incorporate STEAM (science, technology, engineering, arts, math). In a real-life manner, students work on interesting yet challenging projects while applying their newly acquired knowledge and skills.

## 8<sup>th</sup> Grade Technology

### *Course Description:*

Eighth grade technology revolves around a systems approach to the creation, monitoring and modification of technical systems.

In this course, students further develop an understanding of how technology influences their everyday lives and why it is important to understand the technological world. Students integrate concepts learned from other classes, such as math and science, and puts them to use in a hands-on shop setting. Students are introduced to mechanical drawing, design processes, and woodworking through projects that encourages critical thinking, working with others in a group and problem solving.

Units of study include:

- Manufacturing
- Production Systems
- Hands-on Woodworking skills

## 8<sup>th</sup> Grade Computer Applications

### *Course Description:*

In this course, students discover how computers influence their everyday lives and why it is important to understand the world of computers. Students will learn to use widely-used industry standard software programs (ex: AutoCAD, SketchUp, Google Apps, On-line Coding applications) as they complete projects that require them to apply their knowledge and digital skills to relevant, real-life problems. Also, students learn about cyber safety, why it is important, and how to work safely while using the computer.

Applications used include:

- Microsoft Office (Word, Excel, PowerPoint)
- Computer Aided Design
- Google Applications
- Mac Software

# WORLD LANGUAGES DEPARTMENT



## Spanish 1A

### *Course Description:*

Equivalent of the first half of the Spanish level 1 curriculum, this course is designed to introduce students to Spanish language and culture. Spanish 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people. Upon teacher recommendation and successful completion of this course, students will subsequently take Spanish 1B.

## Spanish 1B

### *Course Description:*

Equivalent of the second half of the Spanish level 1 curriculum, this course is designed to introduce students to Spanish language and culture. Spanish 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people. This course culminates with the Local/Regional FLACS Checkpoint-A Assessment. Upon teacher recommendation and successful completion of this course, which includes a passing grade on the FLACS Checkpoint-A Assessment students will subsequently take Spanish 2. ***(Students will receive 1 credit towards high school graduation requirements credits for World Language if they successfully pass the course and the FLACS exam.)***

## Spanish Home Language Arts 6<sup>th</sup> grade\*

### *Course Description:*

This is a proficiency-based course in which students advance their skills in the Spanish language and Spanish-speaking cultures. In this course, students will develop academic language that will permit students to excel across the disciplines; use language for social and cultural interaction; acquire an extensive vocabulary; listen, speak, read, and write in social, academic, and career-oriented situations; learn grammar in context; understand, analyze, and evaluate information, all types of media, and literary and informational texts; and respond and express oneself critically in relation to information. This course builds upon the foundations students have established in the Spanish-English Dual-Language Program in K-5.

Prerequisite: Teacher recommendation and successful completion of 5th-grade dual-language program.



# WORLD LANGUAGES DEPARTMENT



## Spanish 1\*

### *Course Description:*

This course is designed to introduce students to Spanish language and culture. Spanish 1 courses emphasize grammar and syntax, vocabulary, and the spoken accent so that students can read, write, speak, and understand the language within predictable areas of need, using customary courtesies and conventions. Spanish culture is introduced through the art, literature, customs, and history of Spanish-speaking people. This course culminates with the Local/Regional FLACS Checkpoint-A Assessment. Upon teacher recommendation and successful completion of this course, which includes a passing grade on the FLACS Checkpoint-A assessment, students will subsequently take Spanish 2 and receive 1 HS credit towards graduation.

Prerequisite: Teacher recommendation and successful completion of Spanish Home Language Arts 6<sup>th</sup> grade.

## Spanish 2\*

### *Course Description:*

Spanish 2 courses build upon skills developed in Spanish 1 (including Spanish 1B and Spanish 1), extending students' ability to understand and express themselves in Spanish and increasing their vocabulary. Typically, students learn how to engage in discourse for informative or social purposes, write expressions or passages that show understanding of sentence construction and the rules of grammar, and comprehend the language when spoken slowly. Students usually explore the customs, history, and art forms of Spanish-speaking people to deepen their understanding of the culture(s). Upon successful completion of this course, students will subsequently move to Spanish 3. **(Students will receive 1 credit towards high school graduation requirements for World Language if they successfully pass the course.)**

Prerequisite: Teacher recommendation and successful completion of Spanish 1B, Spanish 1 and FLACS A exam.

\*(Only offered to select students at the Middle School level)

# WORLD LANGUAGES DEPARTMENT



## French 1A

### *Course Description:*

Equivalent of the first half of the French level 1 curriculum, this course is designed to introduce students to French language and culture. French 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of French-speaking people. Upon teacher recommendation and successful completion of this course, students will subsequently take French 1B.

## French 1B

### *Course Description:*

Equivalent of the second half of the French level 1 curriculum, this course is designed to introduce students to French language and culture. French 1 courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, speak, and understand the language at a basic level within predictable areas of need, using customary courtesies and conventions. French culture is introduced through the art, literature, customs, and history of French-speaking people. This course culminates with the Local/Regional FLACS Checkpoint-A Assessment. Upon teacher recommendation and successful completion of this course, which includes a passing grade on the FLACS Checkpoint-A Assessment and a passing final course average, students will subsequently take French 2. ***(Students receive 1 credit towards high school graduation requirements for World Language if they successfully pass the course and the FLACS exam.)***

# ENL AND BILINGUAL EDUCATION



## LEAP Program

### *Course Description:*

This program is designed to meet the unique academic needs of new 7th and 8th grade ENL students. The needs of our students in the LEAP program are met in a caring, supportive and nurturing educational environment. The courses are designed to help bridge the transition into the mainstream high school classes. An emphasis is placed on the development of English language skills while also ensuring that the students experience the needed academics to successfully adjust to the demands of their new school. (Currently in South Ocean Middle School).

## 6th Grade DL Program

### *Course Description:*

The Dual Language program is designed for our new 6th grade ENL students who are at the beginning levels of English language acquisition. The class is conducted by a bilingual Spanish teacher who assures students are receiving instruction in English with Spanish supports. An emphasis is placed on the development of English language skills while also ensuring that the students experience the needed academics to successfully adjust to the demands of their new school. (Currently in South Ocean Middle School).

## ENL

### *Course Description:*

This course is designed for students who demonstrate entering or emerging levels of proficiency in reading, writing, listening and speaking of English. The teacher provides instruction in basic English with an emphasis on academic language skills. This class presents the basic grammatical and syntactical structures of English language. Students assigned to this class will have an additional ELA class.

# MIDDLE SCHOOL BELL SCHEDULE



<b>PDP/Extra-Help</b>	<b>7:35 – 8:05</b>
<b>Bus Arrival</b>	<b>8:00</b>
<b>1</b>	<b>8:06 – 8:50</b>
<b>Morning Meeting / 2<sup>nd</sup> Chance Breakfast</b>	<b>8:53 – 9:11</b>
<b>2</b>	<b>9:14 – 9:58</b>
<b>3</b>	<b>10:01 – 10:45</b>
<b>4</b>	<b>10:48 – 11:32</b>
<b>5</b>	<b>11:35 – 12:19</b>
<b>6</b>	<b>12:22 – 1:06</b>
<b>7</b>	<b>1:09 – 1:53</b>
<b>8</b>	<b>1:56 – 2:40</b>
<b>Student Dismissal</b>	<b>2:40</b>
<b>Bus Dismissal</b>	<b>2:46</b>
<b>Late Bus Dismissal</b>	<b>4:00</b>

# MIDDLE SCHOOL FINAL EXAM SCHEDULE

<b>Grade 6</b>	<b>Math</b>			
<b>Grade 7</b>	<b>Math</b>	<b>Science</b>		
<b>Grade 8</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>	<b>LOTE</b>

Final Exams take place during the last week(s) of June. Students follow an adjusted schedule on various dates to accommodate the Final Exam schedule. On selected dates, students may be in session for only several hours to sit for a final exam and will be dismissed once the exam is over. On other dates, students may be in class for their regularly scheduled school day. A Final Exam schedule will be sent home to families in May once dates have been determined and a transportation schedule has been developed.

Below are the Regents dates for students who are taking Algebra and/or Earth Science in grade 8. Students are required to sit for the Regents Exams and these exams do not have a make-up date. If a student does not sit for the Regents Exam, the next Regents Exam is not given until August 2020 during Summer School.

<b>Algebra Regents</b>	<b>Earth Science Regents</b>
<b>Thursday, June 18, 2020</b>	<b>Friday, June 19, 2020</b>

# A LOOK INTO THE FUTURE AT PATCHOGUE-MEDFORD SCHOOLS



**English 9**

**OR**

**English 9 Pre-AP**  
\*Open enrollment

**Literacy Support**

Students who need  
intensive support with  
reading and writing skills.

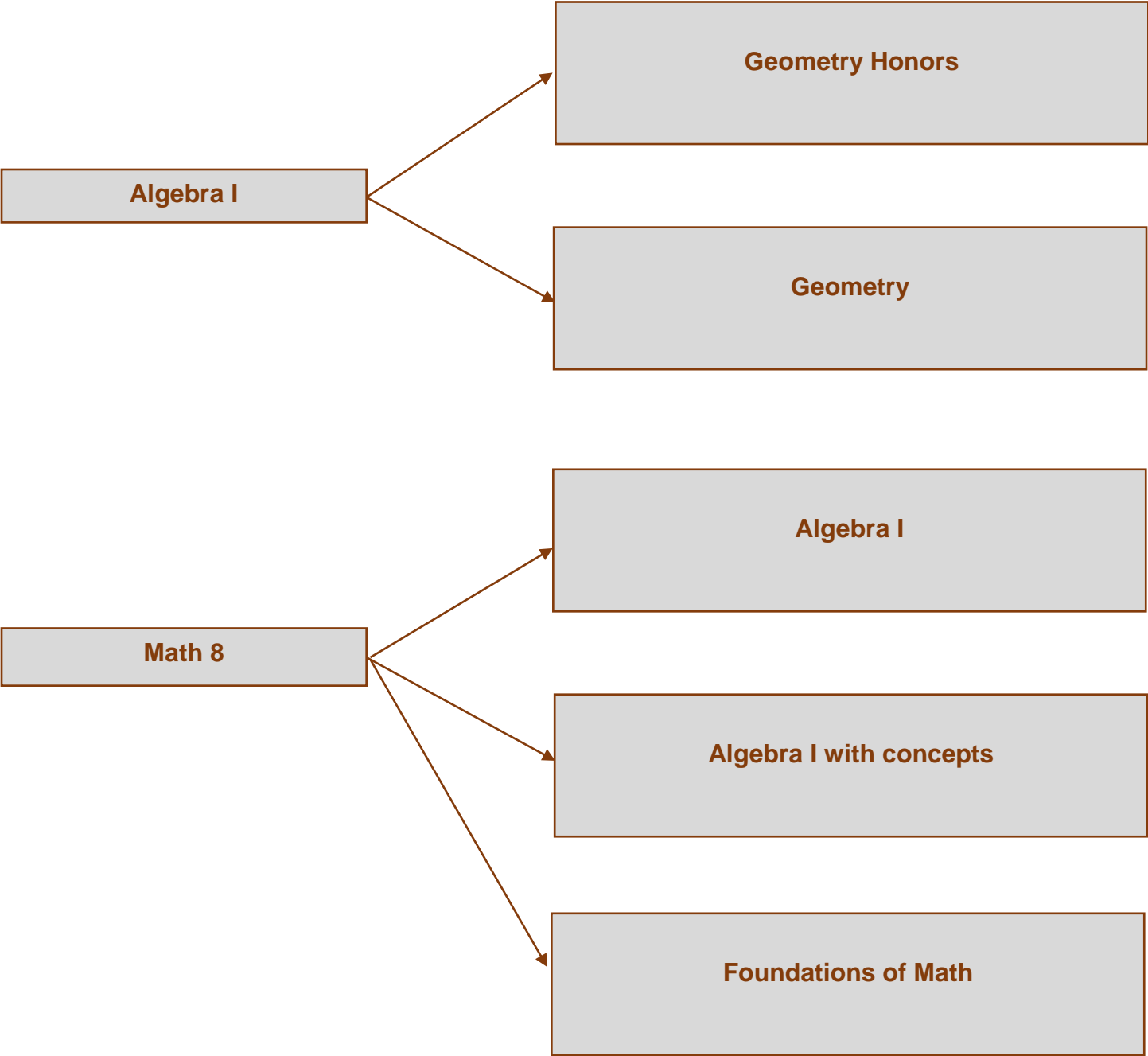
\*In addition to English 9

**Global History 1 Regents**

**OR**

**Global History 1 Honors–AP Prep**

# A LOOK INTO THE FUTURE AT PATCHOGUE-MEDFORD SCHOOLS



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