

# OLDFIELD MIDDLE SCHOOL

## COURSE CATALOG



Harborfields Central School District  
2 Oldfield Road  
Greenlawn, New York 11740

## Course Description Index

<u>Courses Listed Alphabetically</u>	<u>Page</u>
1. Course Offerings	2
2. Introduction and Mission Statement	3
3. Academic Intervention Services (AIS)	4
4. Art	5
5. English as a Second Language (ESL)	6
6. Family and Consumer Sciences	7
7. Guidance Services	8
8. Health Education	10
9. Language Arts	11
10. Languages Other Than English (LOTE)	13
11. Library	17
12. Mathematics	18
13. Performing Arts	20
14. Physical Education	23
15. Science	24
16. Social Studies	26
17. Special Education Instruction	27
18. Study Skills	29
19. Technology	30

## Oldfield Middle School: Current Course Selections

### **Grade 6**

Language Arts  
Mathematics  
Science  
Social Studies  
Literacy/Life Skills  
Physical Education//Art/Study Skills/Music/Library  
Languages Other Than English (Spanish, French, Italian)/Family and Consumer Science  
Academic Intervention Services  
Resource Room Support and/or Inclusion Support  
English as a Second Language  
Chorus, Band, Orchestra

### **Grade 7**

Language Arts  
Mathematics **OR** Accelerated Mathematics  
Social Studies  
Science **OR** Accelerated Science  
Languages Other Than English  
Physical Education/Health  
Tech 1/Tech 2/Art/Music  
Academic Intervention Services  
Resource Room Support and/or Inclusion Support  
English as a Second Language  
Chorus, Band, Orchestra

### **Grade 8**

Language Arts  
Math 8 **OR** Algebra 1  
Science **OR** Earth Science Regents  
Social Studies  
Languages Other Than English **OR** Spanish Experience  
Physical Education//Family and Consumer Science **OR** Physical Education//ESR Lab  
Life Skills  
Tech 1/Tech 2/Art/Music  
Academic Intervention Services  
Resource Room Support and/or Inclusion Support  
English as a Second Language  
Chorus, Band, Orchestra

// - denotes a course which meets every other day with Physical Education.

/ - denotes a 10 week course which follows other listed courses.

## **INTRODUCTION**

The Curriculum Guide is designed to assist you in understanding the sequence of courses in the Middle School. It provides an overview of each course and a general description of each course's requirements. The Guidance Department is prepared to assist you in clarifying information, reviewing recommendations and explaining the scheduling process. Scheduling for all students occurs in the spring semester.

Courses, programs, and services in the Middle School are mandated by New York State Education Law and Guidelines. Additional programs, extra-curricular activities and services are in place.

## **OLDFIELD MIDDLE SCHOOL MISSION STATEMENT**

### **OLDFIELD MIDDLE SCHOOL**

### **A POSITIVE, STUDENT-CENTERED COMMUNITY**

The mission of Oldfield Middle School in cooperation with school, family, and community is to ensure that our students will be enriched academically, socially, and emotionally on their journey towards becoming productive and responsible citizens.

Through mutual respect and critical thinking, our students will develop the skills necessary to ensure academic excellence, a sense of self-worth, and an acceptance of individual differences.

Recognizing that the middle school years are central to a child's development, the entire school community helps students to cross the bridge from childhood to young adulthood.

## Academic Intervention Services (AIS)

### **Course Title: Reading Grade 6-8**

The goal of AIS Reading is to improve the reading skills of individual students enrolled in the class. Individualized and small group instruction is designed to increase word attack, sight vocabulary, comprehension, listening skills and written expression. Comprehension skills focus on literal, interpretive and evaluative levels of reading. A variety of materials are utilized to enable students to meet the New York State Learning Standards.

Number of Weeks: Full Year

### **Course Title: Mathematics Grade 6-8**

AIS Mathematics provides small group - individualized instruction, tailored to meet the needs of each student in the class. In addition, this course is designed to provide support of the classroom instruction. Computational abilities are developed and reinforced, as well as problem solving skills. Materials are varied to allow all students to improve their skills in order to meet the New York State Standards. Evaluation is on an ongoing individual basis.

Number of Weeks: Full Year



## Art

### **Course Title: Art Grade 6**

Art 6 begins with an introduction to safety rules and class procedures. Lessons, notes, and quizzes are all designed to strengthen technical skills, creative problem solving, and general knowledge of art terminology. Through the use of various media, students explore what is involved in the creation of a board game, as well as the production of a music CD. All lessons contribute to the goal of laying a strong foundation for continued growth.

Number of Weeks: 10 weeks

### **Course Title: Art Grade 7**

The course begins with an introduction to safety rules and class procedures. Lessons are designed to strengthen art skills, knowledge, terminology, and creative problem solving skills. Through the use of both two-D and three-D mediums, students create advertising campaigns, sculpt figures, draw self-portraits, and use one point perspective. All lessons continue to build on the students existing knowledge to prepare them for a future in visual arts.

Number of Weeks: 10 weeks

### **Course Title: Art Grade 8**

Students begin with an introduction to class safety rules and class procedure. The lessons taught are ones that strengthen skills, knowledge, and terms associated with Art. Through the use of a multitude of art mediums, students draw still lifes, create a creative color wheel, sculpt, work with the computer and with the Technology Department, build a company storefront. All lessons and activities create a solid foundation for their future growth in Art.

Number of Weeks: 10 weeks



## English as a Second Language (ESL)

### **Course Title: English as a Second Language (ESL) Grade 6-8**

ESL addresses the English language learning needs of students whose first language is not English. Reading, writing, listening, and speaking skills are all addressed in this course. Students may receive from 1-3 periods of ESL services, depending on their needs and test scores. Materials include a language arts textbook designed for ESL students, a literature textbook, chapter books, and content area texts geared towards English Language Learners. Individualized and small group instruction is utilized to increase vocabulary and reading comprehension skills, as well as to support instruction in the content areas.

Number of Weeks: Full Year

\*Students must be tested prior to receiving ESL services.



## Family and Consumer Sciences

This course is New York State mandated at the middle school level. It prepares students to begin their journey toward becoming independent, productive, and responsible family members, citizens, and leaders.

### **Course Title: Family and Consumer Science (FACS) Grade 6**

- Processing Skills- goals, decision making, self-esteem, self-concept, and emotions.
- Textiles- Use of math and language arts skills to follow directions for a sewing project.
- Culinary Arts- reading and following recipes, measurement, and food preparation skills.
- Career Awareness- Students will be exposed to a variety of careers.

Number of Weeks: 10 weeks

### **Course Title: Family and Consumer Science (FACS) Grade 8**

- Culinary Arts, nutrition
- Textiles
- Careers/ Entrepreneurship
- Goals/ Decision making
- Money/ Finances, Consumerism
- Communication, Self-Concept
- Interior Design

Number of Weeks: 20 weeks



## **Guidance Services**

### **Guidance**

In the middle school, one counselor is assigned to each grade. The assigned counselor serves as a consultant to teachers and parents by providing information regarding a student's academic, social, and emotional needs in addition to coordinating all efforts on a student's behalf. They also respond to referrals regarding behavioral issues and academic concerns. Counselors serve as student advocates when a student is reviewed by the Pupil Personnel Team and/or by the Committee for Special Education.

During the school year, all students will meet with their counselor in a small group setting or individual meeting. Counselors will meet with students for group guidance sessions or on an individual basis when requested by the student or parents. Individual meetings are usually scheduled to address special needs such as academic, personal, or behavioral issues.

Counselors meet with all students in the first month of the new school year. At this time, students are given information on the programs offered in the middle school beyond the academic program. Information on activities is ongoing; it is disseminated through student and parent orientations, advisory, daily announcements, individual and group meetings, career exploration classes, and newsletters. Every effort is made to encourage a reluctant student to join some after school activity and counselors are available to assist in facilitating this goal.

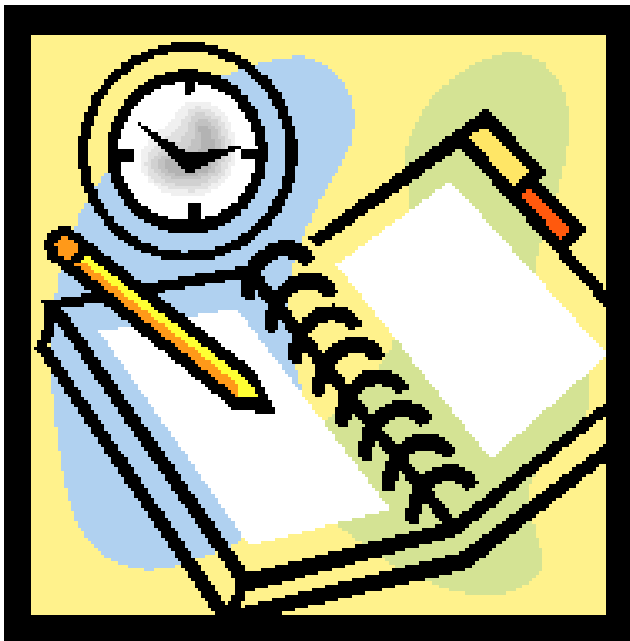
### **Oldfield Middle School-Psychological Services**

The psychologists at the Oldfield Middle School provide traditional psychological services to the school and community. They see students in need, or crisis, for counseling to help with developmental, familial, social, neurological, and/or emotional issues. They consult with students, parents, teachers, and administrators, regarding student and family needs in the academic, social and psychological areas. They work with teachers on assessing student skills levels, behavior modification approaches, and other in-class program accommodations when appropriate. They are an integral part of the building Crisis Team.

Oldfield psychologists direct and maintain the building Child Study Team - a place where youngsters can be discussed and recommendations made by an interdisciplinary team of educators. These recommendations may include a referral to the district Committee on Special Education (CSE) for evaluation, program recommendation, and placement of students. In compliance with Federal and State regulations and guidelines, psychologists conduct psychological evaluations to determine the nature of educationally handicapping conditions. During the course of the year they make presentations to the District

CSE. They also Chair the Subcommittee of the Committee on Special Education (SCSE), conducting all Annual Reviews.

Working closely with; parent groups (such as SEPTA and PTA), building administrators, and District Central Office Personnel, the psychologists assist in developing and presenting workshops on issues of concern at evening meetings. Following receipt of group achievement test scores each spring, the psychologists conduct screening for the Intellectually Gifted Program.



## Health Education

### **Course Title: Health Grade 7**

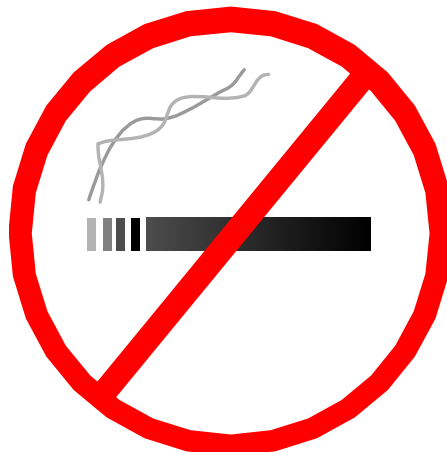
The focus of the Health Education curriculum at Oldfield Middle School is to assist the students to facilitate implementation of personal and social skill-building experiences across health content areas. The curriculum is skills-based and consistent with the national and State Health Education Standards and the Health Education Skills Matrix developed by the Comprehensive Health and Pupil Services Team of the State Education Department. The emphasis will be on six personal and social skills – communication, decision-making, goal setting, stress management, self-management, and advocacy – because they form the basis for teaching across all health education content areas. These skills integrated with the acquisition of health information and facts serves as a foundation for behavioral development and growth.

Number of Weeks: Full Year - alternating days

### **Course Title: Life Skills Training Grade 6 and 8**

This course is taught by a certified health teacher to address the issue of substance abuse and prepare students to deal with the challenges of life. The Life Skills Training Program is comprehensive and emphasizes the use of proven skills training methods. Some of these skills include making decisions, analyzing media messages, coping with anxiety and anger and resolving conflicts. This program has been proven to reduce the use of tobacco, alcohol, and other drugs.

Number of Sessions: Grade 6 = 15 Grade 8 = 6



## Language Arts

### **Course Title: Language Arts Grade 6**

The sixth grade language arts program at Oldfield Middle School is designed to develop students' vocabulary, writing mechanics, and reading comprehension. Students will analyze literature and become stronger, more strategic readers. Listening comprehension and note-taking skills are also emphasized. The Language Arts program uses an array of genres to develop the skills necessary for success on the NYS ELA Assessment. This program also includes an extensive Biography unit, a poetry unit, and an analysis of historical fiction. This course is designed to develop life long readers.

Number of Weeks: Full Year

### **Course Title: English Grade 7**

Seventh grade English is a literature-based program in which students analyze, interpret, and gain an appreciation for literature. An array of short stories are used to analyze writing style and literary elements. Additionally, they continue their development as writers, with emphasis on literary essays and business letters. This course is designed to provide a foundation in reading, writing, and listening skills - principle components of the New York State ELA Assessment. This program also includes an extensive Historical Fiction unit during which students will work in small groups with each other and the teacher to continue to develop their individual reading skills.

Number of Weeks: Full Year

Selected novels, plays, and short stories

The Giver

Hope Was Here

Where the Red Fern Grows



**Course Title: Language Arts Grade 8**

Eighth grade Language Arts encompasses a wide range of topics and offers many experiences to the 8th grader. All major genres of writing are explored with particular emphasis on essay writing structure and style. Reading, writing, and listening comprehension are a primary focus as the students will be tested on their ability to meet state standards on the state's benchmark regents test. (ELA) Literature spans from 1850's - 1950's era subject matter (Holocaust, racial discrimination). This program also includes an extensive Realistic Fiction unit during which students will work in small groups with each other and the teacher to continue to develop their individual reading skills.

Number of Weeks: Full Year

Various short stories

Selected Realistic Fiction

Selected Science Fiction/Fantasy



## Languages Other Than English (LOTE)

### **Course Title: French Intro Grade 7**

The class meets five days a week for one full academic year. This course covers the first half of Checkpoint A. The course incorporates the goals of the New York State Syllabus and stresses language for communication. It requires that students use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. Students will use the target language to obtain, process, and provide information correctly in a variety of situations using the four skills of speaking, listening, reading, and writing. The topics that are covered (but not limited to) are personal identification, family, school, leisure time and sports, food and drink, the four seasons and the weather, the time, the days of the week, and the months of the year. Successful completion of the academic year, mid-term, and a final examination are required.

Number of Weeks: Full Year

### **Course Title: French 1R Grade 8**

The class meets five days a week for one full academic year. This course covers the second half of Checkpoint A. The course incorporates the goals of the New York State Syllabus and stresses language for communication. It requires that students use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. Students will use the target language to obtain, process, and provide information correctly in a variety of situations using the four skills of speaking, listening, reading, and writing. The topics that are covered (but not limited to) are transportation and travel, house and home, food and drink, the family and health, community and the environment, recreational activities, occupations, and clothing. Successful completion of the academic year, mid-term, and a passing grade on the New York State Proficiency Examination are required. Passing this examination earns the student one high school credit in Foreign Language.

Number of Weeks: Full Year

### **Course Title: Italian Grade 7**

The class meets five days a week for one full academic year. This course covers the first half of Checkpoint A. The course incorporates the goals of the New York State Syllabus and stresses language for communication. It requires that students use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. Students will use the target language to obtain, process, and provide information correctly in a variety of situations using the four skills of speaking, listening, reading and writing. The topics that are covered are, but not limited to, personal identification, family, school, weather, time, the days of the weeks and the months of the year. Successful completion of the academic year, course mid-term and final examination are required.

Number of Weeks: Full Year

### **Course Title: Italian Grade 8**

The class meets five days a week for one full academic year. This course covers the second half of Checkpoint A. The course incorporates the goals of the New York State Syllabus and stresses language for communication. It requires that students use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. Students will use the target language to obtain, process, and provide information correctly in a variety of situations using the four skills of speaking, listening, reading and writing. The topics that are covered are, but not limited to, transportation, travel, home, food and drink, health, community, the environment, occupations, clothing and recreational activities. Successful completion of the academic year, course mid-term and the NYS Proficiency Exam are required. Passing this examination earns the student one high school credit in foreign language.

Number of Weeks: Full Year



**Course Title: Spanish Introduction Grade 7**

This is an introductory course to Spanish encompassing the first half of the text. It includes vocabulary units (e.g. family, calendar, activities); present tense of regular and irregular verbs; and culture. The students will learn to communicate using the four skills of listening, speaking, reading, and writing in the target language. This course follows the Checkpoint A guidelines of the New York State curriculum.

Number of Weeks: Full Year

**Course Title: Spanish Grade 8**

This course further develops the skills learned in grade 7 and continues with the second half of the textbook. Vocabulary and culture are enriched and grammar is expanded as well. The course completes and fulfills the curriculum for Checkpoint A. A state proficiency exam will be taken at the end of the year.

Number of Weeks: Full Year

**Course Title: Spanish Experience Grade 8**

Spanish Experience is an 8th grade course taken every other day. This course incorporates the goals of the New York State Syllabus and stresses language for communication. Students utilize the four skills of speaking, reading, writing, and listening in an effort to gain working knowledge of Spanish. After completion of this course, students proceed to Spanish 1.

Number of Weeks: 20 weeks



**Course Title: LOTE Cycle Program Grade 6**

The Grade 6 LOTE cycle program consists of three languages, Italian, French, and Spanish, which each meet for ten consecutive weeks along with Family and Consumer Science 6. Students will explore the culture, customs, and speaking, listening, reading, and writing skills for each language. Vocabulary, common phrases, and basic communication skills will be stressed.

Number of Weeks: 30 weeks

Textbook: Teacher generated curriculum and assignments.



## Library

### **Course Title: Library Grade 6**

Library class teaches students life long research skills with an emphasis on critical thinking. This includes learning how to select and evaluate both print and non-print sources. The class period also allows students ample time to browse and make book selections.

Number of Weeks: 10 weeks



## Literacy

### **Course Title: Grade 6 Literacy Program**

The sixth grade literacy program is designed to strengthen students' reading skills and love of literature. Students will be exposed to a variety of literary genres through teacher direction and self-selection. Critical reading strategies will be modeled and reinforced. Students will participate in a variety of book talks and sharing circles.

Number of Weeks: Full Year

## Mathematics

### **Course Title: Mathematics Grade 6**

The sixth grade math course is based on the New York State Core Curriculum. It strives to engage students in thinking mathematically and continue to develop the student's ability to explain this thinking process. The basic topics covered include: problem solving strategies, decimals, data analysis, patterns, number sense, fractions, geometry, measurement, ratio, proportion, percent, pre-algebra, and integers. Computer software that allows students to explore and investigate math will be utilized for instruction.

Number of Weeks: Full Year

### **Course Title: Mathematics Grade 7**

This course provides a transition from Elementary to Secondary Mathematics. The course follows the New York State Core Curriculum and is organized into ten major strands of study, which are woven into a unified curriculum. Areas of study include Algebra, Integers, Statistics, Geometry, Number Theory, Rational Numbers, Proportions, Measurements of a Right Triangle, Graphing in the Coordinate Plane, and Probability. In addition, problem-solving skills are an integral part of each unit. They include working backwards, guess and check, following patterns, drawing diagrams, using Venn Diagrams, making a table or organized list, and solving a simpler but related problem.

Number of Weeks: Full Year

### **Course Title: Accelerated Mathematics Grade 7**

The Accelerated Mathematics Grade 7 program is based on the New York State Core Curriculum. This course is designed to prepare students for Integrated Algebra I, a high school course offered in grade 8. Topics covered include algebra, integers, statistics, geometry, measurement, number theory, trigonometry, coordinate graphing, probability, and problem solving. Students should have above a 90 in each quarter of 6<sup>th</sup> grade mathematics and a teacher recommendation to take this course.

Number of Weeks: Full Year

### **Course Title: Mathematics Grade 8**

The 8th grade math program is based on the New York State Core Curriculum. This course is designed to prepare students for a high school sequence in math. Some of the topics covered include fractions and decimals, percents and integers, algebra, non-routine problem solving, geometry, measurement, graphing, trigonometry, probability and statistics. The Math 8 Assessment is taken in the spring.

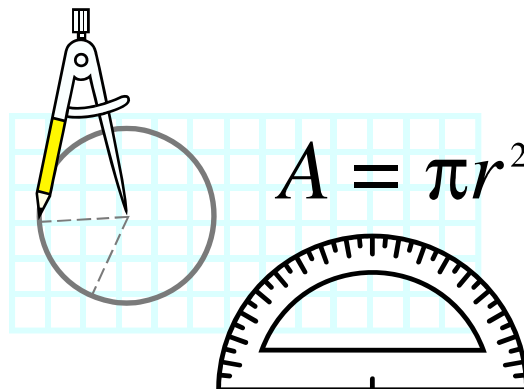
Number of Weeks: Full Year

### **Course Title: Algebra I (Grade 8 Accelerated)**

Algebra 1 is the first of a three-year sequence in mathematics recommended by NYSED. It is designed for students who have successfully completed Accelerated Math 7. Topics will include algebra, geometry, logic, probability, and statistics. The focal point of this course is the algebra content strand. Therefore a strong emphasis will be placed on working with polynomials and rational expressions. A Regents Exam will be administered in June. Students who successfully complete this course will continue this sequence by taking Geometry the following year.

Number of Weeks: Full Year

Prerequisite: Accelerated Mathematics Grade 7 and teacher recommendation



## Performing Arts

### **Course Title: Band Grade 6**

The 6th Grade Band rehearses from 7:30 to 8:15 a.m. on every Tuesday and Thursday. In addition, each student will attend a small group lesson on a weekly basis. The day of this lesson will remain consistent, but the period will rotate each week. A mandatory attendance policy is in use for the Winter Concert, Spring Concert, and Memorial Day Parade.

Number of Weeks: Full Year

Prerequisite: 4th or 5th grade band or permission of the band director.

### **Course Title: Band Grade 7**

The 7th Grade Band will rehearse twice a week before school. Students will be introduced to various band literature from different time periods as well as different styles. A class lesson will be provided once a week on a rotating basis. Attendance is mandatory at all rehearsals and lessons including two evening concerts and both Memorial Day Parades.

Number of Weeks: Full Year

### **Course Title: Band Grade 8**

The 8th Grade Band will rehearse twice a week before school. Students will be introduced to various band literature from different time periods as well as different styles. A class lesson will be provided once a week on a rotating basis. Attendance is mandatory at all rehearsals and lessons, including two evening concerts and both Memorial Day Parades.

Number of Weeks: Full Year

### **Course Title: Jazz Band Grade 6-7**

The Oldfield Jazz Band (6-7) will rehearse once a week before school. Students will be introduced to Jazz through the various styles of Jazz music, including swing, funk, and fusion. Attendance is mandatory at all rehearsals and two evening concerts. \*Participation must be approved by Jazz Instructor.

Number of Weeks: Full Year

**Course Title: Jazz Band Grade 7-8**

The Oldfield Jazz Band (7-8) will rehearse once a week before school. Students will be introduced to Jazz through the various styles of Jazz music, including swing, funk, and fusion. Attendance is mandatory at all rehearsals and two evening concerts. \*Participation must be approved by Jazz Instructor.

Number of Weeks: Full Year

**Course Title: Chorus Grade 7-8**

This course meets before school. Students who elect to participate are given the opportunity to sing music from various time periods and cultures. Everything from Renaissance to Bradwas will be performed. Students participate in a winter and a spring concert as well as other performances throughout the year.

Number of Weeks: Full Year

**Course Title: General Music Grade 6**

Students will learn to sight sing, clap and court rhythms and sing in two part harmony. General Music 6 emphasizes singing. Students will invent rhythms and work in groups to compose music.

Number of Weeks: 10 weeks

**Course Title: General Music Grade 7**

In this ten-week course, students focus on becoming musically literate. While learning to play the piano, students also learn to read music and even write their own pieces. The culmination of the course results in a project in which each student participates in writing and performing their own musical.

Number of Weeks: 10 weeks

**Course Title: General Music Grade 8**

This ten week course picks up where 7th grade general music left off. Students will improve their piano skills, and will play songs in a variety of keys. Students will also study various musical styles ranging from opera to rock music. Discussions on musical occupations will also occur, giving students a chance to explore different musical careers.

Number of Weeks: 10 weeks



**Course Title: String Orchestra Grade 6**

The sixth grade orchestra program is a continuation of the Thomas J. Lahey Elementary School third, fourth and fifth grade orchestra program and builds on the techniques developed at that level. It is a credit-bearing course that consists of two morning rehearsals and a small group lesson each week. Students prepare selections reflecting a variety of musical styles and historical periods. These selections are taught in morning orchestra rehearsals and reinforced in small group lessons. Lessons may also give students the opportunity to study solos and chamber music. Playing opportunities for many students can be expanded through participation in the NYSSMA solo festival as well as ensembles formed to accompany school and community functions. Outstanding students are recommended for participation in the Suffolk County Music Educators' Association all-county festival and the Long Island String Festival.

Number of Weeks: Full Year

**Course Title: String Orchestra Grades 7-8**

The seventh and eighth grade orchestra program is a continuation of the sixth grade orchestra program and builds on the techniques developed at that level. It is a credit-bearing course that consists of two morning rehearsals and a small group lesson each week. Students prepare more sophisticated selections in preparation for the repertoire to be studied at the high school level. These selections are taught in morning orchestra rehearsals and reinforced in small group lessons. Lessons may also give students the opportunity to study solos and chamber music. Playing opportunities for many students can be expanded through participation in the NYSSMA solo festival as well as ensembles formed to accompany school and community functions. Outstanding students are recommended for participation in the Suffolk County Music Educators' Association all-county festival and the Long Island String Festival.

Number of Weeks: Full Year

## Physical Education

### **Course Title: Adapted Physical Education Grades 6 - 8**

Adapted physical education consists of modifications made to rules, equipment, instruction, and or the environment to meet any special needs a student may have. This program occurs during regular physical education class. Activities are approved by the district Committee on Special Education and also involves students with long term medical limitations.

Number of Weeks: Full Year

### **Course Title: Physical Education Grade 6**

Each unit is started with basic skill progression. Lead-up activities are designed to promote practice with modified competition. Both team and individual sports, plus fitness activities are included. The students are graded on skill level, written work, with active participation carrying the highest weight. The course meets every other day all year.

Number of Weeks: Full Year

### **Course Title: Physical Education Grade 7**

While primary skill progression in both team and individual sports is still followed in the seventh grade, strategies and game competition are added to the picture. Playing the game properly is emphasized over winning. Fitness units are included in the fall and in the spring. Grading is the same format as in the sixth grade. The course meets every other day all year.

Number of Weeks: Full Year

### **Course Title: Physical Education Grade 8**

Project Adventure is a primary unit for the eighth grade. The focus of the unit is on problem solving, respect, trust, and group dynamics. The curriculum has been planned to encourage mutual respect within a group. The unit culminates with the climbing elements. The remainder of the eighth grade curriculum continues the skill progression, strategies and game competition started in the seventh grade. Fitness tests are given once a year, and the grading format remains the same. The course meets every other day all year.

Number of Weeks: Full Year

## Science

### **Course Title: Science Grade 6**

The sixth grade course reflects a spiral curriculum designed to prepare the students for the 8th grade New York State Assessment. Course content is guided by the student's textbook and covers the basic science areas of Chemistry, Biology, Physics, and Earth Science. The topics covered include the scientific method, measurement, matter, changes in matter, cells, simple organisms, rocks and minerals; energy work, resources, waves, light, forces, motion, electricity, and magnetism. Class meets everyday.

Number of Weeks: Full Year

### **Course Title: Science Grade 7**

This course provides a transition from elementary to secondary level science. This course addresses New York State Standards and Core Curriculum. Topics include lab safety and skills, states of matter, weathering, erosion, cell processes and reproduction, heredity, and human body systems. The final exam is a school examination.

Number of Weeks: Full Year

### **Course Title: Accelerated Science Grade 7**

The first course of the accelerated science sequence encompasses physical and life science topics from the 7th and 8th grade science curricula. The demanding pace of this course requires that participants possess an innate grasp of science concepts, a strong work ethic, and the willingness to put in extra time at home to master the material. Two school final exams are administered, each upon the completion of a year's worth of material. Participation in the school Science Fair is required. Students should attain an average of 90 or better for the year to guarantee placement in Regents Earth Science in 8th grade.

Number of Weeks: Full Year

Prerequisite: 90 or better average for the year in Science Grade 6 or teacher recommendations.

**Course Title: Science Grade 8**

This is the final year of a three-year spiral curriculum exploring life, physical, and Earth sciences. Successful completion of this sequence provides students with the skills and knowledge needed to achieve mastery level on the New York State Intermediate Level Science assessment. Topics include lab safety and skills, atomic structure, the periodic table, chemical bonding and reactions, carbon chemistry, motion, forces, earthquakes, volcanoes, plate tectonics, the theory of evolution and the geologic time scale, plant processes and reproduction, and ecology.

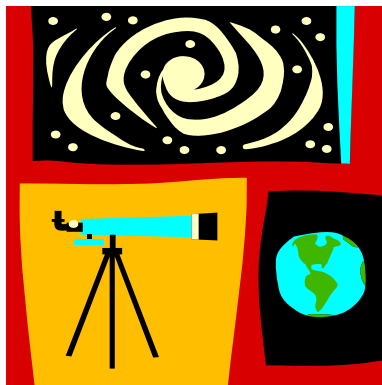
Number of Weeks: Full Year

**Course Title: Earth Science Regents Grade 8**

This course is a high school Regents Level course for students who have successfully completed the Grade 7 Accelerated Science Course. The course covers the following major topic areas: Geology, Astronomy, Meteorology, Hydrology, Tectonics, and the Environment. A major emphasis is placed on interpreting graphs and data tables. Students must be able to apply general information supplied by reference tables, to questions more specific in nature. Students are required to complete a Long Term Experiment and a minimum number of lab hours. Participation in the school Science Fair is also a requirement of this course. The final exam is the Earth Science Regents Exam. The class meets once every day with an additional lab period on alternating days.

Number of Weeks: Full Year

Prerequisite: Successful completion of Accelerated Science Grade 7 (maintaining an average of 90 or better)



## **Social Studies**

### **Course Title: World History Grade 6**

#### World History – Grade 6

The 6<sup>th</sup> grade course concentrates on the Eastern Hemisphere and provides a basic overview of Ancient Civilizations, the Middle Ages, the Renaissance, and the Age of Exploration. Emphasis is placed on culture, development of economics and government, and geographical locations. Within each unit, a variety of documents are analyzed. Essays are composed in response to given tasks using an outline and thesis statement. The final exam is a grade-wide cumulative exam given during finals week.

Number of Weeks: Full Year

### **Course Title: United States History Grade 7**

The seventh grade course curriculum encompasses United States History from the Pre-Columbian era to the Civil War, including Reconstruction. Throughout the year the course implements document-based questions, focusing on the interpretation of primary sources and construction of a cohesive essay. Particular attention is focused around New York State History and Geography. The course follows the mandated New York State guidelines that apply to United States History.

Number of Weeks: Full Year

### **Course Title: United States and New York State History, Part II Grade 8**

Social Studies content in grade 8 is aligned with the prescribed New York State core curriculum. Social Studies content continues the chronological study of American History begun in grade 7 with the study of Industrialization following the Civil War and continues to the present. Upon completion of the 7th and 8th grade Social Studies program, students will have a solid base in American History from the global heritage of the Americas prior to 1500 to the post World War period to the present. (This base will enable the students to make global connections as studied in grades 9 and 10 and provide a foundation for the more extensive study of American History in grade 11)

Number of Weeks: Full Year

## **Special Education Instruction**

### **Resource Room**

The Resource Room program offers support services for the student who is unable to acquire certain skills in the regular education setting and has been recommended by the District Committee on Special Education as requiring special education services. Pupils shall receive not less than three hours of instruction or spend more than 50 percent of their time during the day in the Resource Room program. The composition of the instructional groups in such a program shall be based on the similarity of the individual needs of the pupils as defined in the IEP. It is the goal of the program to help these students develop adequacy in areas in which they have experienced difficulty. The most important factor is to provide students with opportunities which foster their educational, vocational and social growth toward more optimal and age appropriate levels.

Students are enrolled in regular classes for 50 percent or more of the school day. Conferences are held on a regular basis with general education teachers to formulate goals, set up methods of instruction, chart individual progress and discuss management techniques for both academic and social adjustment.

### **Inclusion Grades 6-8**

Students who require the structure and individualization of academic work provided in a self-contained class are in the general education classes of language arts, science, math and social studies at every grade level. This "inclusion" model provides either a special education teacher or paraprofessional in the general education classroom with the special education students. Mainstream activities are also provided in lunch, physical education, art, music, technology, and second language. A "support" period is offered to the students for one period each day when they leave the general education classroom to work with the special education teacher in a small group setting.

### **Speech and Language**

The program is aimed at remediation of speech and language disorders. Services are rendered in groups of one to five for a minimum of two thirty-minute sessions per week. The need for additional services is determined by the Committee on Special Education.

## Occupational and Physical Therapy

Services are provided by an outside agency, contracted through the Harborfields Board of Education to remediate large and fine motor difficulties that significantly interfere with the students' ability to acquire academic skills in the school environment.



## Study Skills

### Course Title: Study Skills Grade 6

Students will spend ten weeks of school discovering their learning strengths, learning how to use their strengths, organizing themselves and their learning tools, and getting the most out of their studying. In this class, students will learn how study skills are an integral aspect of every class.

Number of Weeks: 10 weeks (following an alternate day schedule)



## Technology

### **Course Title: Tech 1 Grade 7**

Through various engineering principles taught in the classroom (trusses, tension, compression, etc) students are required to build three different sides of a tower. These sides will be structurally tested one side at a time and graded according to their efficiency (Load divided by Mass). The goal of the project is to improve the efficiency of each side by using the testing and evaluation process.

Students will engage in producing a video production in the form of a 3 minute newscast. The newscast will consist of news, sports, and weather. Students will work in groups of 3-4. They will use storyboarding techniques to layout the sequence of the newscast. They will learn aspects of a digital video camera, how to drop video clips into editing software, and add sound effects and animations.

Number of weeks: 10 weeks

### **Course Title: Tech 2 Grade 7**

Students become proficient in the area of multimedia production using Microsoft PowerPoint. This experience enables all students to have the opportunity to learn the many different tools, keyboard shortcuts and applications of the software. Graphic design concepts are introduced as well. The final project "H Squares" is an interactive review project based on core subject area curriculum. Students create an 11 slide presentation, taking the information from their notebooks and then presenting it to their classmates using the Smartboard. The second activity in this course is the design and creation of a five page informational website using Microsoft Publisher. The utilization of skills learned in the prior unit enhances the outcome of the websites. Mastery of these MS products occurs and students gain knowledge in real-life applications.

Number of Weeks: 10 weeks

### **Course Title: Tech 1 Grade 8**

This unit requires students to design and construct, to specifications, a Race Car. Students learn aerodynamic principles and then apply them to the design of their race cars. They will incorporate their design ideas and generate computer drawings using Auto Sketch 9 CAD software. The unit will culminate with students testing their design by racing their cars in a classroom competition.

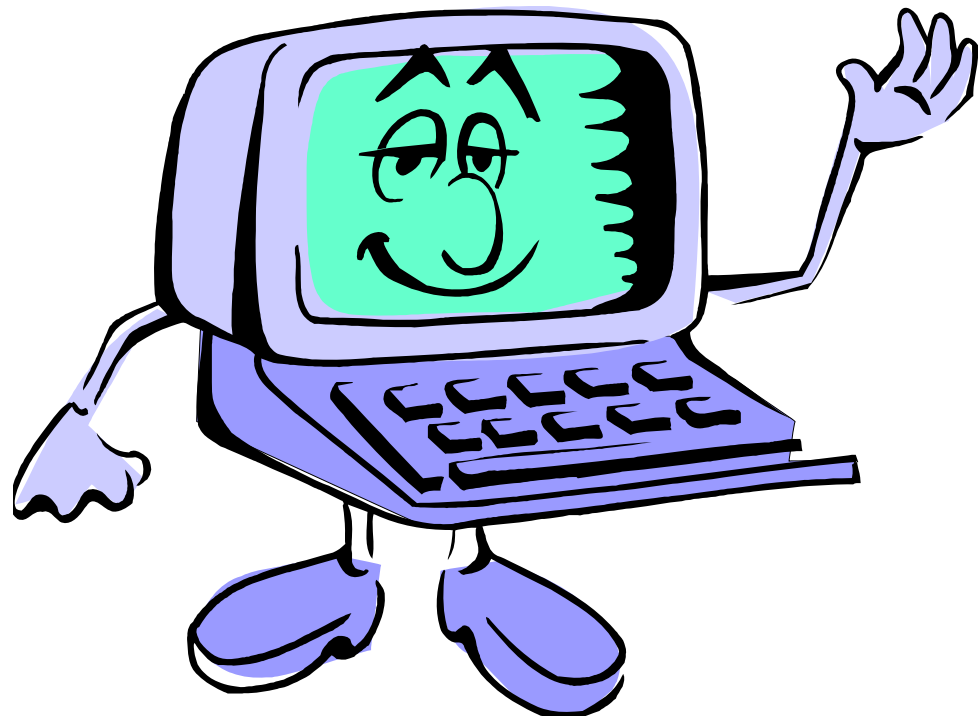
The students also engage in an architecture project that is team taught between the art and technology departments. This unit has the students designing scaled model storefronts. Students design and build a 5"x7" storefront and a 12"x12" plot that the storefront sits on. Students learn and apply concepts learned in class such as framing, headers, sills, and architecture design principles to create a storefront that represents a business of their choice.

Number of weeks: 10 weeks

**Course Title: Tech 2 Grade 8**

The activities performed in the 8<sup>th</sup> grade Tech 2 classroom introduce students to graphics and animation using Macromedia Director. After learning the software through tutorial exercises, students storyboard a 60 second commercial advertising an original store, product, TV show, movie or video game. Upon completion of the storyboard, students spend approximately 3 weeks creating the animation. They are also required to create and design supporting advertising materials to supplement their commercials. This includes brochures, business cards, radio commercial scripts and audio recordings. Additionally, a unit in Scan Tek (middle school technology education software) is taught. Students choose from the areas of aerodynamics, construction technology, digital sound, computer aided publishing, alternative energy and multimedia production. Following an on-screen manual, students conduct experiments and answer related questions on the computer and in a workbook. Both units expose students to real-life experiences and prospective career opportunities.

Number of Weeks: 10 weeks



*Revised 3/11  
WJC*