

**JUNIOR HIGH SCHOOL  
DISTRICT SYLLABI/COURSE HANDBOOK**

Van Wyck Junior High School  
Wappingers Junior High School

GRADES 7–8

2016–2017



# **WAPPINGER CENTRAL SCHOOL DISTRICT**

## **Mission**

*The Mission Of The Wappingers Central School District Is To  
Empower All Of Our Students With The Competencies And  
Confidence To Challenge Themselves, To Pursue Their Passions,  
And To Realize Their Potential While Growing As Responsible  
Members Of Their Community.*

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# **WAPPINGERS CENTRAL SCHOOL DISTRICT**

## **Core Values**

*We believe that:*

- active and continuous learning is essential for individuals and communities to flourish.
- embracing diversity in all its forms enriches the human experience.
- everyone can realize their potential and when they do, both they and the community thrive.
- the health and quality of a community are dependent on the responsible contributions of all its members.
- the collaboration needed for meaningful change is built on honesty, trust and respect

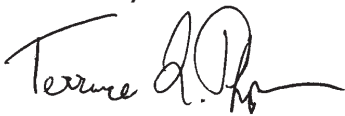
Dear Students and Families,

During the spring, you will be assisting your son or daughter in selecting courses for the next school year in both the seventh and eighth grades. Our school district and the New York State Education Department continually encourage all students to achieve higher standards. Please take the opportunity to review with your child his/her course selections. As there are several changes in this year's Junior High Syllabi/Course Handbook we ask that you read all of your child's selections carefully.

Our goal is to prepare students to meet the Common Core Learning Standards and Content Standards in all subject areas and to facilitate a smooth transition to the 9th grade. Both junior high schools support the middle level philosophy, the New York State "Essential Elements of Middle Level Education," and the New York State Regents Action Plan as they apply to middle level education. Students today, more than ever, need to acquire the skills and competencies necessary to be competitive throughout high school and beyond. We prepare our students with a strong academic, co-curricular and extra-curricular program that strengthens students' skills and competencies. Aligned with the NYSED's goal of Career and College Readiness we work diligently to provide the best educational programs available.

Please call your child's guidance counselor if you have any questions regarding the scheduling process. In addition, we would like you to know that your child's grade level administrator, and/or building principal can assist you if needed.

Sincerely,



Terrence Thompson, Principal  
Wappingers Junior High School



Steven Shuchat, Principal  
Van Wyck Junior High School

**WAPPINGERS CENTRAL SCHOOL DISTRICT**  
**Van Wyck and Wappingers Junior High Schools** (*Students in grades seven and eight*)

Dear Parents/Guardians of Students in Grades Seven and Eight,

As your children enter seventh and eighth grade they will become involved in the selection of academic courses. In order to ensure an efficient and effective scheduling process, we would like you to be aware of the following calendar:

**GRADE 7**

**February**

During the month of February teachers of English-Language Arts, math, social studies and science review the progress of their students and their eligibility in the Honors and Regents program. This information is then shared with the guidance office and entered into the scheduling system. Decisions regarding continuation in the Honors program in grade 8 are not made at this time.

**May**

Teachers again review students' placements based upon the District criteria and inform the Guidance Department. The information is entered into the scheduling system by the counselors and updated as needed.

**June**

Parents are notified regarding their child's placement for the coming school year. Counselors are available, as well as teachers, to answer parent questions.

**GRADE 8**

**February**

Counselors meet with students in their classes to discuss graduation requirements and to hand out scheduling information and high school course handbooks. In the beginning of February there is also an orientation at the high school at which graduation requirements are explained to parents. Parents will then have an opportunity to meet with the coordinators of each department.

At some point between the second week of February and the beginning of March, counselors meet with students individually for the purpose of scheduling.

**GRADES 7 and 8**

**February – April**

Junior High counselors meet with parents as requested.

**August**

Notifications are sent home via School Messenger, informing parents that schedules are available in parent portal. Concerns about the student's schedule must be addressed prior to the first day of school. Please keep in mind:

The following schedule changes cannot be accommodated:

- Lunch period changes (unless accompanied by a doctor's note citing a medical reason)
- Class period changes for the purpose of being with friends
- Change of team (unless student is repeating a grade)

There may be legitimate exceptions to these procedures, in which case building administration **must** approve the changes in question. We look forward to working together and we encourage you to actively participate in your child's course selection process.

Sincerely,



Terrence Thompson, Principal  
Wappingers Junior High School



Steven Shuchat, Principal  
Van Wyck Junior High School

**WAPPINGERS CENTRAL SCHOOL DISTRICT  
NOTICE OF NON-DISCRIMINATION POLICY & COMPLIANCE OFFICER FOR  
EMPLOYEES**

The Wappingers Central School District does not discriminate in offering employment opportunities on the basis of race, color, national origin, disability, sex, sexual orientation, age, religion, military/veteran status, genetic predisposition, marital status, and domestic violence victim status or any other basis prohibited by New York State and/or Federal non-discrimination laws.

Inquiries should be directed to the District Compliance Officer for Employees:

Dr. Dwight Bonk  
Assistant Superintendent for Human Resources & Labor Relations  
(845) 298-5000, Extension 40115  
dwight.bonk@wcsdny.org

Wappingers Central School District  
25 Corporate Park Drive  
PO Box 396  
Hopewell Junction, New York 12533

**WAPPINGERS CENTRAL SCHOOL DISTRICT  
NOTICE OF NON-DISCRIMINATION POLICY & COMPLIANCE OFFICER FOR  
STUDENTS**

The Wappingers Central School District does not discriminate in offering educational opportunities on the basis of race, color, national origin, weight, ethnic group, religion, religious practice, disability, sex, sexual orientation, gender, gender identity, gender expression, age, military/veteran status, genetic predisposition, marital status, and domestic violence victim status, or any other basis prohibited by New York State and/or Federal non-discrimination laws.

Inquiries should be directed to the District's Compliance Officer for Students:

Mr. Daren Lolkema  
Assistant Superintendent for Compliance and Information Systems  
(845) 298-5000 Extension 40131  
daren.lolkema@wcsdny.org

Wappingers Central School District  
25 Corporate Park Drive  
PO Box 396  
Hopewell Junction, New York 12533

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## PLEASE NOTE

This entire **WCSD Course Handbook** may be viewed online at:  
[www.wappingersschools.org/course\\_handbook](http://www.wappingersschools.org/course_handbook)

District Curriculum and Textbook Resources listed at:  
[www.wappingersschools.org](http://www.wappingersschools.org) (click on Academics)

# WAPPINGERS CENTRAL SCHOOL DISTRICT

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## WAPPINGERS CENTRAL SCHOOL DISTRICT

25 Corporate Park Drive  
PO Box 396  
Hopewell Junction, New York 12533  
845-298-5000

### BOARD OF EDUCATION 2015-2016

Mrs. Peggy Kelland, President  
Mrs. Colleen Hardiman, Vice President  
Mrs. Anne LaValle  
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Mrs. Karen Mauhs-Karath  
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Mr. Jose Carrion

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Dr. Dwight Bonk

### ASSISTANT SUPERINTENDENT FOR COMPLIANCE AND INFORMATION SYSTEMS

Mr. Daren Lolkema

### ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

Dr. Michelle Cardwell

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Mrs. Kristen Crandall

### EXECUTIVE DIRECTOR FOR SPECIAL EDUCATION AND STUDENT SERVICES

Mr. Richard Zipp

### DIRECTOR FOR FACILITIES AND OPERATIONS

Mr. Ronald Broas



# TELEPHONE DIRECTORY

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**Van Wyck Junior High School.....227-1700**

Steven Shuchat..... Principal  
Michael Siena .....Assistant Principal Grade 8  
Rosemarie Neckles ..... Assistant Principal, Grade 7  
Ann Bogen..... Counselor in Charge  
Sandra Parker ..... Counselor  
Grace Ann Smith..... Counselor

**Wappingers Junior High School .....298-5200**

Terrence Thompson..... Principal  
Starla Ciarelli .....Assistant Principal Grade 8  
Michael Anderson.....Assistant Principal Grade 7  
Paul Nostrand ..... Counselor in Charge  
Christine Lowery.....Counselor  
Elena Peratinkos..... Counselor



## DISTRICT COORDINATORS

Continuing Education/Driver's Education .....Jeffrey Behnke..... 298-5000 ... x40130  
Fine & Performing Arts/Foreign Language ..... Lori Orestano-James..... 298-5000 ... x40121  
Elementary Education..... Jessica Turner..... 298-5000 ... x40128  
Social Studies 7-12/English Language Arts 7-12/  
English as a New Language (ENL) K-12 ..... Lizzette Cintron..... 298-5000 ... x40156  
Mathematics & Business Education/Science & Technology ..... Todd Mensch..... 298-5000 ... x40170  
Physical Education/Interscholastic Sports ..... Kurt Jesman..... 896-6700 ... x30096  
Interscholastic Sports/Health/FACS/(Assistant Coordinator ..... Joseph Luzzi..... 298-5100 ... x31096  
Special Education Programs ..... Karen Smith..... 298-5000 ... x40135  
Public Relations & Evaluations ..... Amy Watkins..... 298-5000 ... x40176  
Instructional Technology/Data/Assessments/  
Library Media Services ..... Arthur Schouten..... 298-5000 ... x40180





# LEARNING STANDARDS FOR NEW YORK STATE

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## THE ARTS

### **Standard 1: Creating, Performing, and Participating in the Arts**

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

### **Standard 2: Knowing and Using Arts Materials and Resources**

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

### **Standard 3: Responding to and Analyzing Works of Art**

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

### **Standard 4: Understanding the Cultural Contributions of the Arts**

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

## CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

### **Standard 1: Career Development**

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills**

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

### **Standard 3b: Career Majors**

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## ENGLISH LANGUAGE ARTS

### **Standard 1: Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

### **Standard 2: Language for Literary Response and Expression**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

### **Standard 3: Language for Critical Analysis and Evaluation**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

### **Standard 4: Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

## HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

### **Standard 1: Personal Health and Fitness**

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.



# LEARNING STANDARDS FOR NEW YORK STATE

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## **Standard 2: A Safe and Healthy Environment**

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## **Standard 3: Resource Management**

Students will understand and be able to manage their personal and community resources.

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

## **LANGUAGES OTHER THAN ENGLISH**

### **Standard 1: Communication Skills**

Students will be able to use a language other than English for communication.

### **Standard 2: Cultural Understanding**

Students will develop cross-cultural skills and understandings.

## **MATHEMATICS, SCIENCE, AND TECHNOLOGY**

### **Standard 1: Analysis, Inquiry, and Design**

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

### **Standard 2: Information Systems**

Students will access, generate, process, and transfer information using appropriate technologies.

### **Standard 3: Mathematics**

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

### **Standard 4: Science**

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### **Standard 5: Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

### **Standard 6: Interconnectedness: Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

### **Standard 7: Interdisciplinary Problem Solving**

## **SOCIAL STUDIES**

### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.

### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

### **Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

### **Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



# PHILOSOPHY AND MISSION OF MIDDLE LEVEL EDUCATION

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For the complete New York State Middle School Association see: [www.nysmsa.org](http://www.nysmsa.org)

## **THE STANDARDS-FOCUSED MIDDLE LEVEL SCHOOL OR PROGRAM IS PURPOSEFUL. IT HAS TWO BASIC GOALS:**

The intellectual development and academic achievement of all students, and the personal and social development of each student. In a standards-focused middle-level school or program these two goals are not in conflict or competition; rather, they are compatible, complementary, mutually supportive, and inextricably linked.

The seven essential elements of standards-focused middle-level school programs are:

1. A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents (youth 10-14 years of age).
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 partnerships.
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.

## **ESSENTIAL ELEMENT 1: PHILOSOPHY AND MISSION**

A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents (youth 10-14 years of age). Every young adolescent deserves a school that values academic achievement and personal development and provides a supportive environment.

The middle-level educational program has a purpose beyond linking the elementary grades and the high school. Its basic aims are to educate and nurture. It has a culture of collective and shared responsibility. To be successful, it must attend to both the intellectual development and the personal needs of young adolescents. The philosophy and mission of a standards-focused middle-level school or program must reflect a set of shared beliefs.

The school and staff within the school must commit to:

- Developing the whole child, intellectually and academically, personally and socially, physically, emotionally, and ethically.
- Working together to ensure that all students achieve at high levels and, with appropriate guidance and structure, develop independence and responsibility.
- Accepting - individually and collectively - responsibility for the educational and personal development of each and every student.
- Ensuring for each student a safe, inviting, trusting, and mutually-respectful learning environment that offers both physical and psychological safety.
- Connecting each young adolescent in positive ways with the school and with caring adults within the school.
- Providing each student with a variety of learning experiences that are academically challenging, developmentally appropriate, and personally relevant in order for each of them to make informed educational and personal decisions.
- Providing a successful transition from the elementary grades to the middle grades to the high school grades and from childhood to adolescence.
- Establishing partnerships with the home and the community.

## **ESSENTIAL ELEMENT 2: EDUCATIONAL PROGRAM**

An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.

Every young adolescent needs a challenging, standards-based course of study that is comprehensive, integrated, and relevant.

A standards-focused middle-level educational program:

- Emphasizes not only intellectual development but also personal, social, physical, and ethical development.
- Is challenging, rigorous, and purposeful.
- Is comprehensive and inclusive, embracing and encompassing all of the State's 28 learning standards.
- Reflects interdependence, emphasizes cross-program connections, and promotes shared responsibility.
- Is articulated vertically and horizontally, within and across the various curricular areas, learning standards, and grade levels.
- Has a set of learning skills (e.g., how to study, how to conduct research, how to read for understanding, how to take notes, etc.) that are common across all grades and subject areas and taught and reinforced in each grade and subject area.
- Emphasizes reading, writing, and mathematics (literacy and numeracy) across the subject areas with expectations for performance that are consistent across and within the disciplines and commonly understood by teachers, students, and parents.



# PHILOSOPHY AND MISSION OF MIDDLE LEVEL EDUCATION

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- Has performance expectations that are common across all grades and subject areas (e.g., students must write in complete sentences).
- Is articulated with the elementary feeder schools and with the secondary receiving schools, building on the foundational knowledge and skills of the elementary grades and, in doing so, preparing students for success in high school.
- Has up-to-date written curricula (that are based on and aligned with the State's learning standards), instructional support, and learning aids for all subject areas.
- Includes diagnostic assessments (similar in design to the State's assessments) that regularly and routinely monitor the learning of each student relative to the State's standards and community expectations.
- Offers opportunities for the development of personal responsibility and self direction.
- Encourages students to pursue personal interests, engage in school and community activities (e.g., sports, clubs, etc.), explore potential futures and careers, develop useful social, interpersonal, and life skills needed to live a full and productive life, and nurture a "love of learning."
- Provides targeted and timely academic intervention services that are based upon a careful assessment of the academic, social, and emotional needs of students at risk of not meeting the State's learning standards.
- Engages and involves the family, local community, and the world outside school in the education and personal development of young adolescents.

## ESSENTIAL ELEMENT 3: ORGANIZATION AND STRUCTURE

An organization and structure that support both academic excellence and personal development.

Young adolescents learn and develop best in a school that is organized and structured to promote academic achievement and personal development.

Standards-focused schools with middle-level grades are organized to promote academic excellence and personal development, to establish within staff and students a feeling of belonging and a sense of personal identification with the school and its purposes, and to help young adolescents make a successful transition from the elementary grades to the high school grades and from childhood to adolescence.

A standards-focused school that enrolls young adolescents should:

- Have teacher teams sharing responsibility for the education and personal development of a common group of students.
- Have common planning time for those teachers and teacher teams sharing responsibility for a common group of students.
- Have schedules with flexible time assignments within blocks of time to encourage interdisciplinary programs and the creative use of time.
- Contain at least three of the four middle grades (the four middle grades being grades 5, 6, 7, and 8).
- Have comparatively small enrollments so that every student is viewed as an individual and receives personal attention. When the school population is large, have "houses" or schools-within-schools to promote a sense of family, to reduce the feeling of anonymity and isolation among students, and to engender within staff, students, and the community a feeling of belonging and personal identification with the school and with its purposes.
- Be structured to create close, sustained relationships between students and teachers.
- Ensure that all students, staff, parents, and families feel secure, valued and respected as significant contributors to the school community.
- Provide, for those students needing additional help to meet the State's standards, opportunities for additional time, instruction, and personal support (e.g., after school, before school, summer school, reduced class size, tutoring, pupil personnel services, etc.).
- Provide a variety of co-curricular and extra-curricular activities.
- Provide opportunities for students to participate in youth service, community service and/or service learning activities.
- Encourage active parent involvement through a variety of activities.
- Establish ties with the school community that strengthen connections between school/education and career opportunities.
- Promote and encourage appropriate participation of pupils with disabilities in all curricular, co-curricular, and extra-curricular activities.
- Have students with disabilities or other special needs, as well as their programs and services, integrated throughout the school building to ensure access to the same instruction as their peers.
- Provide support services such as guidance, counseling, and health-related services to all students.
- Integrate technology into the educational program so that it supports student learning in a purposeful way.
- Provide a gradual transition from the more self-contained classrooms of the elementary school to the more departmentalized structure of the high school, providing students with opportunities for increasingly independent learning experiences and responsibilities within a safe and structured environment.



# PHILOSOPHY AND MISSION OF MIDDLE LEVEL EDUCATION

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## ESSENTIAL ELEMENT 4: CLASSROOM INSTRUCTION

Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers. Every young adolescent requires skilled and caring teachers who have a thorough understanding of their subject(s) and of the students they teach.

Teachers in middle-level classrooms understand and appreciate the emotional, intellectual, physical, psychological, and social changes that are occurring within their students and recognize the behaviors manifested by these changes. They use instructional techniques and processes that capitalize on the unique developmental characteristics and individual needs of early adolescents.

Successful middle-level teachers in a standards-focused school:

- Are caring and respectful in their interactions with students and with other adults.
- Provide instruction that is standards-based, challenging, rigorous, and purposeful.
- Know and understand the needs and developmental characteristics of young adolescents.
- Have a deep understanding of their subject matter, of different approaches to student learning, and of diverse teaching techniques.
- Know and understand each of the State's 28 learning standards and - when and where appropriate - reinforce them routinely during regular classroom instruction.
- Use a range of successful, research-based teaching strategies that are developmentally and cognitively appropriate, matching instruction to the students' varied learning styles and different intelligences.
- Involve students in their learning, encouraging them to contribute to their learning experiences, to make choices, to explore, to question, to experience, to learn, to grow, to develop social, interpersonal and leadership skills in addition to academic proficiency.
- Vary activities to maintain student interest.
- Use technology and other instructional resources purposefully to support and enhance learning.
- Focus instruction on thinking, reasoning, and problem solving and, at the same time ensure that students acquire necessary content and subject matter.
- Use interdisciplinary approaches to help students integrate their studies and meet learning standards.
- Use flexible grouping based upon student needs and interests to help each student achieve the learning standards, with students changing groups often, depending on individual needs and program purposes.
- Use classroom assessments that reflect the State's learning standards and are aligned with State assessments.
- Use classroom assessments that are instructionally useful indicators of individual student growth and performance not only to monitor each student's progress in meeting the State's learning standards but also to plan instruction.
- Use student data, both personal and achievement, to make curricular and instructional decisions.
- Use cooperative learning groups and peer-tutoring opportunities to develop social and interpersonal skills in addition to academic proficiency.
- Consult with each other and with other school personnel. Teachers with regular education assignments and those assigned to programs for students with special needs work closely together.
- Maintain performance expectations that are consistent and interrelated across and within subject areas.
- Inform and involve parents of middle-level students in their children's education by helping them understand the learning standards their children must meet, the instructional program, their children's progress, and how to help their children at home with schoolwork, school decisions, and successful development through adolescence.
- Are themselves learners who are constantly engaged in professional and intellectual growth activities.
- Recognize that they must work together cooperatively and collaboratively - rather than individually and in isolation - to ensure that all their students achieve at high levels and meet all the State's learning standards.



# PHILOSOPHY AND MISSION OF MIDDLE LEVEL EDUCATION

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## **ESSENTIAL ELEMENT 5: EDUCATIONAL LEADERSHIP**

Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships. Every young adolescent should be educated in schools that have knowledgeable, effective, and caring leaders. Standards-focused middle-level schools and programs need purposeful leadership if they are to develop and prosper.

Those in positions of leadership must:

- Know and understand the needs and developmental characteristics of young adolescents.
- Know and understand the essential elements of a standards-focused, high performing middle-level school or middle-level program.
- Know and understand each of the 28 learning standards and how they interrelate.
- Know and understand the State's assessment system.
- Have an understanding of the subject matter in the middle grades and its interconnections, of different approaches to student learning, and of diverse teaching strategies.
- Create, promote, and sustain a school culture of mutual support and collective responsibility for the educational and personal development of each and every young adolescent.
- Articulate and maintain high standards for classroom instruction and student performance.
- Have high expectations for students and staff.
- Know a range of successful, research-based teaching techniques that are developmentally and cognitively appropriate, matching instruction to the students' varied learning styles and different intelligences.
- Involve staff and others in the operation of the school or program, empowering and encouraging them to contribute and to make decisions that benefit students.
- Provide students with opportunities to assume significant and meaningful leadership roles in the school.
- Support and encourage teachers, individually and collectively, to take risks, to explore, to question, to try new instructional approaches, to continue as learners, and to grow.
- Promote and facilitate inter-school cooperation, collaboration, and communication with feeder elementary schools and receiving high schools.
- Inform and involve parents of middle-level students in their children's education by helping them understand the needs and developmental characteristics of young adolescents, the learning standards their children must meet, the instructional program, their children's progress, and how to help their children at home with schoolwork, school decisions, and successful development through adolescence.
- Promote school/community partnerships and involve members of the community in school activities and initiatives, empowering and encouraging them to contribute and make decisions that benefit students.

## **ESSENTIAL ELEMENT 6: A NETWORK OF ACADEMIC AND PERSONAL SUPPORT**

A network of academic and personal support available for all students.

Every young adolescent needs access to a system that supports both academic achievement and personal development.

Middle-level students need academic and personal support as they experience the changes associated with the transition from childhood to adolescence and from elementary school to high school.

Academic and personal support includes:

- Adults and older youths to provide positive role models and constant affirmation and recognition.
- Respect and caring to engender a feeling of self-worth, self-confidence, and personal efficacy.
- Opportunities to examine, explore, discuss, and understand the changes associated with early adolescence.
- Counseling and guidance services to assist students and their families in making life, career, and educational choices.
- A system of two-way communication between the school and the parents and families of its students.
- A process for informing parents, families, and community groups of the essential role they play in ensuring students attend school and access available services, in expanding and enhancing venues for significant learning, in promoting youth development, and in supporting positive school change.
- A network of trained professionals, special programs, and community resources available to assist those who have extraordinary needs and require additional services to cope with the changes of early adolescence and/or the academic demands of middle-level education. Schools need to collaborate and cooperate with other human service agencies in the community.
- An adult mentor in addition to a guidance counselor, either formally through a teacher/student, advisor/advisee program or informally through a school culture of caring in which teachers or other adults assume responsibility for individual students.



# PHILOSOPHY AND MISSION OF MIDDLE LEVEL EDUCATION

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## ESSENTIAL ELEMENT 7: PROFESSIONAL LEARNING

Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed. Every young adolescent deserves an educational setting that values continuous improvement and ongoing professional learning. Teachers, administrators, and other school staff in a standards-focused middle-level school or program need regular, planned opportunities for professional and intellectual growth. Schools with middle-level grades need to be professional learning communities.

Teachers, administrators, and staff need to:

- Know the needs and characteristics of students in the middle grades and the instructional strategies and techniques that work best for these students.
- Understand the philosophy and mission of the standards-driven middle-level school.
- Understand and implement the Regents Policy Statement on Middle-Level Education and the Essential Elements of Standards-Focused Middle-Level Schools and Programs.
- Have high expectations for all students.
- Be familiar with each of the State's 28 learning standards and incorporate in their own classrooms and work spaces educational experiences that help all students achieve all the standards - including those that are outside their own area of content expertise.
- Know and understand their subject matter and course curriculum thoroughly.
- Know and understand the State's assessment system.
- Know and understand how to use data to make curricular and instructional decisions to improve students' academic performance and/or enhance personal development.
- Collaborate and cooperate in planning and providing professional learning opportunities.
- Routinely and systematically monitor and evaluate student learning to assess and improve instructional effectiveness.

## CONCLUSION

The middle grades play a critical role in the educational continuum. Schools with middle-level grades that are standards-focused attend to the twin purposes of academic preparation and individual self-development for all young adolescents. They do this by:

- Accepting collective responsibility for ensuring that all students are successful and learning at high levels.
- Creating small communities for learning and providing comprehensive guidance and support services.
- Providing an academically excellent and developmentally responsive educational experience for every student.
- Establishing and maintaining a climate for learning that is respectful, purposeful, physically and psychologically safe, and personalized to ensure close, sustained relationships between students and teachers.
- Providing a comprehensive educational program that is standards-based - reflecting the State's 28 learning standards - challenging, integrative, and exploratory.
- Using flexible organizational structures and creative use of time.
- Using a variety of research-based, instructional strategies that are cognitively and developmentally appropriate and that respect individual experiences, learning styles, and learning needs.
- Employing knowledgeable and qualified personnel who are committed to the education of young adolescents.
- Creating within the school a vibrant professional learning community.
- Fostering each student's personal development, health, wellness, and safety.
- Engaging families in the education of young adolescents.
- Connecting schools with the larger community.

A high-performing, standards-focused middle-level school or program that successfully addresses both the intellectual and personal needs of young adolescents is profoundly different from many middle-level schools today. To create schools that are true standards-focused, middle-level schools will necessitate systemic change that will not be easy to accomplish. It will require leadership, persistence, additional resources, time, and a strong will to succeed. The task is challenging and daunting. However, it is necessary, and it can be done.



# COURSE SYLLABUS TEMPLATE

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At the beginning of the school year, teachers will provide secondary students and parents with a course syllabus for all courses in which the student is enrolled. The syllabus will include the following information:

## **Syllabus Course Name**

### **Teacher Name**

### **Course Description**

- Course Code, Credit, and Rank Weight
- Prerequisite
- Areas of Study
- Assessment

### **Textbook and/or Other Resources**

*Classroom Expectations and Procedures*

*Activities/Projects Unique to this Class (if applicable)*

*Recommended/Required Materials for Class*

*Grading Procedures*

*Teacher Contact Information*

◆ *Items in Italics are individualized by the teacher*





# CURRENT COURSES

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## GRADE 7

Academic Intervention Services (AIS) (odd/even days)

Art - 10 weeks

Clothing - 10 weeks

Computer Applications - 10 weeks

English Language Arts

Foods - 10 weeks

Foreign Language

Health - 10 weeks

Math

Music - 10 weeks

Performance Group (odd/even days)

Physical Education (odd/even days)

Science

Social Studies

Study Hall (odd/even days)

Technology - 20 weeks

## GRADE 8

Art - 10 weeks

English Language Arts

Foreign Language

Health - 10 weeks

Math

Music - 10 weeks

Performance Group (odd/even days)

Physical Education (odd/even days)

Project Based ELA/Math (odd/even days)

Resource Management - 10 weeks

Science

Social Studies

Technology (odd/even days)



## ART 7

Code F092 Ten Weeks

Prerequisite: None

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In seventh grade, students meet with an art specialist for one full quarter. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" in addition to the Common Core Learning Standards to design the curriculum.

### Areas of Study Include:

- **The elements of art with concentration on shape, space and form**
  - One point perspective
  - Two point perspective
- **The principles of design with concentration on pattern, rhythm and movement to make art**
- **The use of subject matter and/or theme in art**
  - Symbolism
  - Cultural subjects
  - Personal subjects
- **Two- and three-dimensional artwork**
  - Use of a variety of art materials, processes, mediums and techniques to make works of art
- **Cultural and Historical content in artwork**
  - Twentieth Century art movements
  - Escher
  - Riley
  - Connections between the arts and other disciplines
  - Community and internet resources
- **Careers**
  - Opportunities for further study in the Fine Arts
  - Community opportunities
  - Cultural institutions
- **Art Appreciation**
  - Techniques of art criticism
  - Respect for the creative process
  - Local cultural institutions

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:  
<http://www.p12.nysed.gov/cia/arts>.

## ART 8

Code F192 Ten Weeks

Prerequisite: None

This required course of study is part of the comprehensive, sequential Fine Arts program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal artistic talents. In eighth grade, students meet with an art specialist for one full quarter. Our arts educators have used the New York State Education Department's publication "Learning Standards for the Arts" in addition to the Common Core Learning Standards to design the curriculum.

### Areas of Study Include:

- **The elements of art with concentration on line, value and color**
  - Two- and three-dimensional artwork
  - Value and depth
  - Color theory
- **The principles of design with concentration on balance, contrast, emphasis and unity**
- **The use of subject matter and/or theme in art**
  - Abstract (objective and subjective)
  - Representational
  - Connections between art and other disciplines
- **Two- and three-dimensional artwork**
  - Use of a variety of art materials, processes, mediums and techniques to make works of art
- **Cultural and Historical content in artwork**
  - Twentieth Century art movements
  - Calder
  - Matisse
  - Functions of art
  - Research and use of resource materials
  - Connections between the arts and other disciplines
- **Careers**
  - How artists work in art-based careers
- **Art Appreciation**
  - Application of the techniques of art criticism
  - Responding to art in written and verbal critiques
  - Local cultural institutions

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in artwork, written critical analysis of artwork, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:  
<http://www.p12.nysed.gov/cia/arts>.



# ENGLISH LANGUAGE ARTS

## ENGLISH LANGUAGE ARTS – GRADES 7 AND 8

The study of English Language Arts in Grades 7 and 8 is focused around the Common Core Learning Standards along with the guidelines and standards established by the International Reading Association and the National Council of Teachers of English. The study of English Language Arts is the foundation for study in all other curricular areas. Grade 7 and 8 students continue to develop skills in reading, writing, speaking, listening, and viewing. The extent to which these skills are developed can influence an individual's ability to become an independent learner. Through the study of diverse literature and texts, students will strengthen their reading skills and understanding of the world. They will also continue to develop their ability to communicate effectively through written and oral language.



### ENGLISH LANGUAGE ARTS 7

Code E141 Full Year

Prerequisite: None

Grade 7 ELA builds along the developmental continuum of skills and strategies previously studied. More complex materials as well as more sophisticated writing skills are required.

#### Areas of Study Include:

- **Literature**
  - Short stories
  - Poetry
  - Essays
  - Novels may include: *Bearstone, A Christmas Carol, The Cay, Adventures of Tom Sawyer (H), Homecoming (H)*
  - Drama
  - Independent Reading
  - Non-fiction: Omnivore's Dilemma
- **Literary Terms and Devices**
  - Characterization
  - Point of View
  - Conflict
  - Imagery
  - Irony
  - Setting
  - Idiom
  - Plot
  - Theme
  - Symbolism
  - Flashback
  - Dialogue
  - Figurative language
  - Moral
- **Reading Skills and Strategies**
  - Predicting
  - Making inferences
  - Cause and effect
  - Sequencing
  - Discovering the main idea
  - Compare and contrast
  - Using context clues
  - Making connections
  - Summarizing
  - Drawing conclusions
  - Making generalizations
- **Critical Thinking Skills**
  - Making judgments
  - Speculating
  - Expressing opinions
  - Analyzing
  - Interpreting
- **Research and Study Skills**
- **Writing**
  - Writing Process
  - Narrative
  - Informational
  - Responding to literature
  - Argumentative
  - Six trait writing
- **Listening, Speaking, and Viewing**
- **Grammar, Vocabulary, and Spelling**

Assessment: In Grade 7 all students take the New York State ELA 7 Exam in April. A district-wide departmental final writing assignment is facilitated at the end of the school year.

For additional information on the Common Core Learning Standards, please see:

[www.engageny.org](http://www.engageny.org)

### ENGLISH LANGUAGE ARTS 7 HONORS

Code E161 Full Year

Prerequisite: Placement in the Honors program for Grade 7 is by application. The selection process takes place at the end of the third semester of grade 6. English Language Arts and Social Studies are blocked for the purpose of teaming. The students are evaluated in such areas as attendance, participation, motivation, reading and writing ability as well as the skills necessary to analyze and solve problems.

Note: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials and take more challenging tests throughout the year as well as a different final exam.

Grade 7 ELA Honors builds along the developmental continuum of skills and strategies previously studied. More complex materials as well as more sophisticated writing skills are required.

#### Areas of Study Include:

- **Literature**
  - Short stories
  - Poetry
  - Essays
  - Novels may include: *Bearstone, A Christmas Carol, The Cay, Adventures of Tom Sawyer (H), Homecoming (H)*
  - Drama
  - Independent Reading
  - Non-fiction: Omnivore's Dilemma
- **Literary Terms and Devices**
  - Characterization
  - Point of View
  - Conflict
  - Imagery
  - Irony
  - Setting
  - Idiom
  - Plot
  - Theme
  - Symbolism
  - Flashback
  - Dialogue
  - Figurative language
  - Moral
- **Reading Skills and Strategies**
  - Predicting
  - Making inferences
  - Cause and effect
  - Sequencing
  - Discovering the main idea
  - Compare and contrast
  - Using context clues
  - Making connections
  - Summarizing
  - Drawing conclusions
  - Making generalizations
- **Critical Thinking Skills**
  - Making judgments
  - Speculating
  - Expressing opinions
  - Analyzing
  - Interpreting



# ENGLISH LANGUAGE ARTS

## • Research and Study Skills

### • Writing

- Writing Process
- Narrative
- Informational
- Responding to literature
- Argumentative
- Six trait writing

### • Listening, Speaking, and Viewing

### • Grammar, Vocabulary, and Spelling

Assessment: In Grade 7 Honors, all students take the New York State ELA 7 Exam in April. A district-wide departmental final project is facilitated at the end of the school year. The departmental final writing assessment counts as 20% of the student's overall grade.

For additional information on the Common Core Learning Standards, please see:

[www.engageny.org](http://www.engageny.org)

## ENGLISH LANGUAGE ARTS 8

### Code E241 Full Year

Prerequisite: None

Grade 8 ELA builds along the developmental continuum of skills and strategies previously studied. More complex materials as well as more sophisticated writing skills are required.

### Areas of Study Include:

#### • Literature

- Short stories
- Poetry
- Essays
- Drama
- Independent Reading
- Non-fiction
- Novels may include: *8 Plus One (H)*, *The Watson's Go to Birmingham, Roll of Thunder, Hear My Cry*, *The Diary of Anne Frank*, *Anne Frank Remembered (H)*, *The Merchant of Venice or A Midsummer Nights Dream (H)*, *The Graduation of Jake Moon*, *Across Five Aprils*, *Dacey's Song*, *The Red Pony*, *The Contender*, *The Hunger Games*

#### Literary Terms and Devices

- Characterization
- Point of View
- Conflict
- Imagery
- Irony
- Setting
- Idiom
- Dynamic characters
- Connotation
- Foreshadowing
- Plot
- Theme
- Symbolism
- Flashback
- Dialogue
- Figurative language
- Moral
- Static characters
- Denotation

#### • Reading Skills and Strategies

- Predicting
- Making inferences
- Cause and effect
- Sequencing
- Discovering the main idea
- Compare and contrast
- Author's Purpose
- Using context clues
- Making connections
- Summarizing
- Drawing conclusions
- Making generalizations
- Paraphrasing

#### • Critical Thinking Skills

- Making judgments
- Speculating
- Expressing opinions
- Analyzing
- Interpreting

## • Research and Study Skills

### • Writing

- Writing Process
- Narrative
- Informational
- Responding to literature
- Argumentative
- Six trait writing

### • Listening, Speaking and Viewing

### • Grammar, Vocabulary, and Spelling

Assessment: In Grade 8 all students take the New York State ELA 8 Exam in April. A district-wide departmental final project is facilitated at the end of the school year. The departmental final assessment counts as 20% of the student's overall grade.

For additional information on the Common Core Learning Standards, please see:

[www.engageny.org](http://www.engageny.org)

## ENGLISH LANGUAGE ARTS 8 HONORS

### Code E261 Full Year

Prerequisite: Completion of Grade 7 ELA Honors with a final average of at least 85% and the recommendation of the Grade 7 ELA and Social Studies teachers.

Note: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials and take more challenging tests throughout the year as well as a different final exam.

Grade 8 ELA Honors builds along the developmental continuum of skills and strategies previously studied. More complex materials as well as more sophisticated writing skills are required.

### Areas of Study Include:

#### • Literature

- Short stories
- Poetry
- Non-fiction
- Novels may include: *8 Plus One (H)*, *The Watson's Go to Birmingham, Roll of Thunder, Hear My Cry*, *The Diary of Anne Frank*, *Anne Frank Remembered (H)*, *The Merchant of Venice or A Midsummer Nights Dream (H)*, *The Graduation of Jake Moon*, *Across Five Aprils*, *Dacey's Song*, *The Red Pony*, *The Contender*, *The Hunger Games*
- Essays
- Drama
- Independent Reading

#### • Literary Terms and Devices

- Characterization
- Point of View
- Conflict
- Imagery
- Irony
- Setting
- Idiom
- Dynamic characters
- Connotation
- Foreshadowing
- Plot
- Theme
- Symbolism
- Flashback
- Dialogue
- Figurative language
- Moral
- Static characters
- Denotation

#### • Reading Skills and Strategies

- Predicting
- Making inferences
- Cause and effect
- Sequencing
- Discovering the main idea
- Compare and contrast
- Using context clues
- Making connections
- Summarizing
- Drawing conclusions
- Making generalizations
- Paraphrasing



# ENGLISH LANGUAGE ARTS

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- **Critical Thinking Skills**

- Making judgments
- Analyzing
- Speculating
- Interpreting
- Expressing opinions

- **Research and Study Skills**

- **Writing**

- Writing Process
- Responding to literature
- Narrative
- Argumentative
- Informational
- Six trait writing

- **Listening, Speaking, and Viewing**

- **Grammar, Vocabulary, and Spelling**

Assessment: In Grade 8 Honors, all students take the New York State ELA 8 Exam in April. A district-wide departmental final project is facilitated at the end of the school year. The departmental final writing assessment counts as 20% of the student's overall grade.

For additional information on the Common Core Learning Standards, please see:  
[www.engageny.org](http://www.engageny.org)

English Language Arts academic intervention services (AIS)

The Board of Regents adopted revisions to the Commissioner of Education's regulation requiring school districts to provide academic intervention services to students who score below New York State's designated performance level on state assessments and/or who are at risk of not achieving the state learning standards. Students who meet the eligibility requirements for AIS are scheduled to attend.

## ENGLISH AS A NEW LANGUAGE (ENL)

In accordance with NYS Education Department regulations, all new students registering in the Wappingers Central School District are screened for English language proficiency and, if necessary, tested with the Language Assessment Battery – Revised (NYSITELL). Students who test as Commanding do not need ENL services. Students who test at the Entering, Emerging, Transitioning and Expanding levels are considered Limited English Proficient (LEP) or English Language Learners (ELLs). Students who test at the Entering and Emerging levels are assigned two ENL classes every day. Students at the Expanding level are assigned one ENL class every day.

**NOTE:** ENL is offered at Wappingers Junior High School only. Van Wyck Junior High School students who require ENL attend Wappingers Junior High School.

## ENGLISH AS A NEW LANGUAGE

Code: **G603 - 604 Full Year (No Credit)**

Prerequisite: None

### Areas of Study Include:

General areas are listed below. The actual content and level of instruction change based on the needs of the individual students in class.

- **Conversation skills**
- **Vocabulary development**
- **Grammar**
- **Reading comprehension**
- **Writing improvement**
- **Cultural awareness**

**Assessment:** As required under SED regulations, all ENL students take the New York State English as a NEW Language Test (NYSESLAT) in May of each school year. In order to test out of ENL, students must test as Commanding. Students who test as Entering, Emerging, Transitioning and Expanding will continue to be assigned ENL classes as indicated above.

LEP/ELL students must meet the same graduation and diploma requirements as all other students.

For more information about the New York State Learning Standards for ENL, see:

<http://www.p12.nysed.gov/biling/bilinged>

For more information about ENL requirements, testing and other resources, see:

<http://www.p12.nysed.gov/biling/bilinged>



# FAMILY AND CONSUMER SCIENCES

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## CLOTHING MANAGEMENT – GRADE 7

Code H100 Ten Weeks

Prerequisite: None

### Areas of Study Include:

- Clothing communication
- Styles and functions of clothing through history
- Merchandizing in clothing
- Fashion, fads and trends
- Advertising and marketing
- Care and handling of clothing
- Use of sewing equipment (hand and sewing machine)
- Following directions
- Cooperation skills

NOTE: This course is one of the 3 quarters mandated by the State in the area of Family and Consumer Sciences.

The Family and Consumer Sciences courses are based on the understanding that the ability to reason, to think critically and creatively, and to reflect on one's actions, will empower students to act responsibly toward themselves, their families, their peers and the community at large. This skills-based course offers an opportunity for students to apply decision-making, problem-solving and management processes to the area of clothing. The goal is for the students to develop the knowledge and skills needed to use process skills in practical, real-life situations.

Assessment: Based on laboratory experiences, projects, group work, research, homework, tests and quizzes.

For a complete review of the NYS Family & Consumer Sciences Standards, see:

<http://emsc33.nysed.gov/ciai/pe/pub/hpefcl.pdf>

For the complete NYS core curriculum for middle level Family & Consumer Sciences, see:

<http://www.emsc.nysed.gov/cte/facse/>

## NUTRITION MANAGEMENT (FOODS) – GRADE 7

Code H196 Ten Weeks

Prerequisite: None

### Areas of Study Include:

- Nutrition education
- Safe food handling techniques
- Kitchen safety
- Study of food customs in many different cultures
- Advertising
- Small kitchen appliances
- Food guide pyramid

NOTE: This course is one of the 3 quarters mandated by the State in the area of Family and Consumer Sciences.

The Family and Consumer Sciences courses are based on the understanding that the ability to reason, to think critically and

creatively, and to reflect on one's actions, will empower students to act responsibly toward themselves, their families, their peers and the community at large. This skills-based course offers all students opportunities to read, write and compute in the context of real life situations that are relevant to their age groups. While working in this setting, students can acquire and demonstrate communication, leadership, critical and creative thinking, as well as management skills that can be applied universally now and in the future.

Assessment: Based on laboratory experiences, projects, group work, research, homework, tests and quizzes.

For a complete review of the NYS Family & Consumer Sciences Standards, see:

<http://emsc33.nysed.gov/ciai/pe/pub/hpefcl.pdf>

For the complete NYS core curriculum for middle level Family & Consumer Sciences, see:

<http://www.emsc.nysed.gov/cte/facse/>

## RESOURCE MANAGEMENT (CAREER SKILLS) – GRADE 8

Code H175 Ten Weeks

Prerequisite: None

### Areas of Study Include:

- Decision making
- Problem solving
- Work ethics
- Career planning
- Entrepreneurship
- Personal and family resource management

NOTE: This course is one of the 3 quarters mandated by the State in the area of Family and Consumer Sciences.

The Family and Consumer Sciences courses are based on the understanding that the ability to reason, to think critically and creatively, and to reflect on one's actions, will empower students to act responsibly toward themselves, their families, their peers and the community at large. This course offers an opportunity for students to understand their role as family members, consumers, as well as understand their future roles as home managers and wage earners. The students practice managing resources such as time, talent, energy and money in order to achieve goals for themselves, family, work and community.

Assessment: Based on laboratory experiences, projects, group work, research, homework, tests and quizzes.

For a complete review of the NYS Family & Consumer Sciences Standards, see:

<http://emsc33.nysed.gov/ciai/pe/pub/hpefcl.pdf>

For the complete NYS core curriculum for middle level Family & Consumer Sciences, see:

<http://www.emsc.nysed.gov/cte/facse/>



# FOREIGN LANGUAGE

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## FRENCH 7

Code L115 Full Year

Prerequisite: None

This is an entry-level course. This course is for students who have not taken foreign language previously. Grade 7 French is equivalent to the first half of high school level I French.

This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Personal Identification
- Family Life
- Education
- House and home
- Leisure
- Meal taking/food and drink

### SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: A Department final exam will be administered in June. The final exam counts as 20% of the final course average.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE) see:

<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE see:

<http://www.emsc.nysed.gov/ciai/pub/publote.html>

## ITALIAN 7

Code L315 Full Year

Prerequisite: None

This is an entry-level course. This course is for students who have not taken foreign language previously. Grade 7 Italian is equivalent to the first half of high school level I Italian.

This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Personal Identification
- Family Life
- Education
- House and home
- Meal taking/food and drink
- Physical Environment

### SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: A Department final exam will be administered in June. The final exam counts as 20% of the final course average.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE see:

<http://www.emsc.nysed.gov/ciai/pub/publote.html>

## SPANISH 7

Code L515 Full Year

Prerequisite: None

This is an entry-level course. This course is for students who have not taken foreign language previously. Grade 7 Spanish is equivalent to the first half of high school level I Spanish.

This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Personal Identification
- Family Life
- Education
- House and home
- Leisure
- Community neighborhood
- Meal taking/food and drink



# FOREIGN LANGUAGE

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## SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: A Department final exam will be administered in June. The final exam counts as 20% of the final course average.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see: <http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE see: <http://www.emsc.nysed.gov/ciai/pub/publote.html>

## FRENCH 8

**Code LI 16 FullYear (1 high school credit\*)(rank weight 1.0)**

Prerequisite: French 7.

French 8 is equivalent to the second half of high school level I French.

Students continue to work on speaking and understanding the language using basic vocabulary within the context of everyday situations, using grammatical structures within the context of the topics, and working with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Physical environment
- Travel
- Health and welfare
- Earning a living
- Public and private services
- Services
- Current events
- Personal ID advanced
- House and home
- Food and meal taking
- Community and neighborhood
- Shopping
- Leisure
- Professions

## SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: Students in grade 8 foreign language take a District Second Language Proficiency Exam in June. The Proficiency Exam is also the final exam for the course, which counts as 20% of the final course average. \*Students must pass the Proficiency Exam in order to earn one high school credit in foreign language, which is the minimum requirement for graduation. Passing the course alone does not earn the credit. Students who pass the Proficiency Exam can continue on to level 2 language in high school. Note: This course does not qualify for NCAA credit.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE see:

<http://www.emsc.nysed.gov/ciai/pub/publote.html>

## ITALIAN 8

**Code L3 16 FullYear (1 high school credit\*)(rank weight 1.0)**

Prerequisite: Italian 7.

Italian 8 is equivalent to the second half of high school level I Italian.

Students continue to work on speaking and understanding the language using basic vocabulary within the context of everyday situations, using grammatical structures within the context of the topics, and working with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Travel
- Health and welfare
- Earning a living
- Public and private services
- Services-repairs
- Current events
- Community and neighborhood
- Shopping
- Leisure

## SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: Students in grade 8 foreign language take a District Second Language Proficiency Exam in June. The Proficiency Exam is also the final exam for the course, which counts as 20% of the final course average. \*Students must pass the Proficiency Exam in order to earn one high school credit in foreign language, which is the minimum requirement for graduation. Passing the course alone does not earn the credit. Students who pass the Proficiency Exam can continue on to level 2 language in high school. Note: This course does not qualify for NCAA credit.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see: <http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE see:

<http://www.emsc.nysed.gov/ciai/pub/publote.html>





# FOREIGN LANGUAGE

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## SPANISH 8

Code L516 FullYear (1 high school credit\*) (rank weight 1.0)

Prerequisite: Spanish 7.

Spanish 8 is equivalent to the second half of high school level I Spanish.

Students continue to work on speaking and understanding the language using basic vocabulary within the context of everyday situations, using grammatical structures within the context of the topics, and working with vocabulary lists, original dialogues, notes and letters related to the topics. Language instruction will also be integrated with the Common Core Learning Standards for technical subjects.

### Areas of Study Include:

- Physical environment
- Travel
- Health and welfare
- Earning a living/Public and private services
- Services
- Current events
- Shopping/clothing
- Leisure/Movies and TV

### SKILLS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Persuasion

Assessment: Students in grade 8 foreign language take a District Second Language Proficiency Exam in June. The Proficiency Exam is also the final exam for the course, which counts as 20% of the final course average.

\*Students must pass the Proficiency Exam in order to earn one high school credit in foreign language, which is the minimum requirement for graduation. Passing the course alone does not earn the credit. Students who pass the Proficiency Exam can continue on to level 2 language in high school. Note: This course does not qualify for NCAA credit.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lotte/pub/lottelea.pdf>

For a complete core curriculum for LOTE see:

<http://www.emsc.nysed.gov/ciai/pub/publote.html>



# HEALTH

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## HEALTH EDUCATION – GRADE 7

Code J141 Ten Weeks

Prerequisite: None

### Areas of Study Include:

- Wellness
- Nutrition
- Chronic Diseases
- Alcohol
- AIDS/HIV
- Tobacco
- Decision-making
- Self-image
- Bullying
- Hygiene

Note: This course is State mandated. 7th grade Health will instill in students the knowledge and skills to examine alternatives and make responsible health-related decisions. Students will draw upon knowledge from areas of biology, psychology, the environment, as well as social, physical and medical sciences to help learn how to prevent and manage health related issues.

Assessment: Based on projects, homework, quizzes, tests and article reviews

For a complete review of the NYS Health Standards, see:

<http://www.emsc.nysed.gov/rss/mle/health.htm>

For the complete NYS core curriculum for middle level Health Education, see:

<http://emsc33.nysed.gov/guides/health/partI.pdf>

## HEALTH EDUCATION – GRADE 8

Code J241 Ten Weeks

Prerequisite: None

### Areas of Study Include:

- Mental health
- Communicable diseases
- Sexually transmitted diseases
- HIV/AIDS
- Drugs
- At-risk behaviors

Note: This course is State mandated.

8th grade Health is the study of life skills that allows students to succeed in school and in the community by promoting their personal health and development. This class will be building upon the 7th grade curriculum and exploring some new issues with greater depth and discussion.

Assessment: Based on projects, homework, quizzes, tests and article reviews

For a complete review of the NYS Health Standards, see:

<http://emsc33.nysed.gov/guides/health/partI.pdf>

For the complete NYS core curriculum for middle level Health Education, see:

<http://www.emsc.nysed.gov/rss/mle/health.htm>



# MATHEMATICS

## MATH 7

Code M141 Full Year

Prerequisite: None

### Areas of Study Include:

- **Ratios and Proportional Relationships**
  - Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **The Number System**
  - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- **Expressions and Equations**
  - Use properties of operations to generate equivalent expressions.
  - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **Geometry**
  - Draw, construct and describe geometrical figures and describe the relationships between them.
  - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- **Statistics and Probability**
  - Use random sampling to draw inferences about a population.
  - Draw informal comparative inferences about two populations.
  - Investigate chance processes and develop, use, and evaluate probability models.

Assessment: Math 7 students will take the NYS Math Assessment in the Spring, and a district-wide mid-term and final exam.

Textbook: *NY Holt Mathematics - Course 2*, published by Holt Rinehart and Winston, ©2008, NYS MODULES

## MATH 7H

Code M161 Full Year

Prerequisite: Placement in the Honors program is by application. The selection process takes place at the end of the third quarter of grade 6. Mathematics and Science are blocked for teaming purposes. In order to qualify for Honors Mathematics, students must meet the criteria and be accepted for both the Mathematics Honors and Science Honors programs.

Note: The junior high school Honors program is rigorous and demanding. Students are expected to meet and maintain high standards of performance in Honors courses. The program is comprehensive in scope and sequence and accelerated in pace of instruction.

Mathematics Honors is an accelerated study of mathematics. Seventh grade Honors combines two years of mathematics (Math 7 and Math 8) into one year of Math 7H.

Math 7 Honors is for students who have excelled and demonstrated a firm grasp of concepts and skills and standards in sixth grade mathematics and science.

The students must display a high degree of interest in math and science, be motivated and self-directed, easily understand new

concepts and principles, and display a high level of problem-solving skills.

Students who are not meeting the criteria at any time during the school year will be reviewed for possible removal from the Honors program.

### Areas of Study Include:

- **Ratios and Proportional Relationships**
  - Analyze proportional relationships and use them to solve real-world and mathematical problems.
- **The Number System**
  - Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- **Expressions and Equations**
  - Use properties of operations to generate equivalent expressions.
  - Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **Geometry**
  - Draw, construct and describe geometrical figures and describe the relationships between them.
  - Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- **Statistics and Probability**
  - Use random sampling to draw inferences about a population.
  - Draw informal comparative inferences about two populations.
  - Investigate chance processes and develop, use, and evaluate probability models.
- **The Number System**
  - Know that there are numbers that are not rational, and approximate them by rational numbers.
- **Expressions and Equations**
  - Work with radicals and integer exponents.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
- **Functions**
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
- **Geometry**
  - Understand congruence and similarity using physical models, transparencies, or geometry software.
  - Understand and apply the Pythagorean Theorem.
  - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- **Statistics and Probability**
  - Investigate patterns of association in bivariate data.

Assessment: Math 7H students will take a district-wide exam at the end of the 2nd quarter, the NYS Math Assessment in the Spring, and a district-wide final exam in June.

Textbook: NYS MODULES



## MATH 8

Code M241 Full Year

Prerequisite: Successful completion of Math 7

### Areas of Study Include:

- **The Number System**
  - Know that there are numbers that are not rational, and approximate them by rational numbers.
- **Expressions and Equations**
  - Work with radicals and integer exponents.
  - Understand the connections between proportional relationships, lines, and linear equations.
  - Analyze and solve linear equations and pairs of simultaneous linear equations.
- **Functions**
  - Define, evaluate, and compare functions.
  - Use functions to model relationships between quantities.
- **Geometry**
  - Understand congruence and similarity using physical models, transparencies, or geometry software.
  - Understand and apply the Pythagorean Theorem.
  - Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- **Statistics and Probability**
  - Investigate patterns of association in bivariate data.

Assessment: Math 8 students will take the NYS Math Assessment in the Spring, and a district-wide mid-term and final exam.

Textbook: *NY Holt Mathematics - Course 3*, published by Holt Rinehart and Winston, ©2008, NYS MODULE

## ALGEBRA HONORS

Code M371 Full Year (1 high school credit) Rank weight 1.05

Prerequisite: Completion of Math 7 Honors at the mastery level

Note: Algebra students will take the NYS Algebra Regents Examination in June. This regents exam will be the final examination for the course.

The junior high school Honors program is rigorous and demanding. Students are expected to meet and maintain high standards of performance in Honors courses. The program is comprehensive in scope and sequence and accelerated in pace of instruction.

Mathematics Honors is an accelerated study of mathematics. Students apply for entrance and are accepted to the program prior to entering 7<sup>th</sup> grade. At that time they must meet the entrance criteria for both mathematics honors and science honors. However, these programs are not linked at the 8<sup>th</sup> grade level and thus students may be enrolled in either one or both programs.

In the eight grade mathematics honors course, students study ninth grade mathematics topics at an advanced level in preparation for the NYSAgebra Regents Examination. Successful completion of this course earns students one high school credit.

Students who are not meeting the criteria at any time during the school year will be reviewed for possible removal from the Honors program.

Entry to the Mathematics Honors program in grades other than 7<sup>th</sup> grade is under special circumstances only and may require summer study. Parents should contact the District Coordinator for further information.

### Areas of Study Include:

Broad topic include:

- **Relations between quantities and reasoning with equations and their graphs**
- **Descriptive statistics**
- **Linear and exponential functions**
- **Polynomial and quadratic expressions, Equations and functions**
- **A synthesis of modeling with equations and functions**

Assessment: Students will take the NYS Algebra Regents Examination in June. This Regents exam will be the final examination for the course and will count as 20% of the final course average.

Textbook: *Algebra I*, published by McDougal Littell/Houghton Mifflin, ©2008 and NYS Module



## **BAND 7**

**Code N071 Full Year**

Prerequisite: Band 6 or equivalent

This elective course of study is part of the comprehensive, sequential instrumental music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In seventh grade, students meet with an instrumental music specialist for the ensemble classes and the rotational lesson group classes throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### **Areas of Study Include:**

- **Instrument performance technique**
- **Music symbols**
- **Band literature from various historical periods and cultures**
- **Musicality in performance**
- **Rehearsal techniques**
- **Performance and audience etiquette**
- **Careers**

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>

## **BAND 8**

**Code N171 Full Year**

Prerequisite: Band 7 or equivalent

This elective course of study is part of the comprehensive, sequential instrumental music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In eighth grade, students meet with an instrumental music specialist for the ensemble classes and the rotational lesson group classes throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### **Areas of Study Include:**

- **Instrument performance technique**
- **Music symbols**
- **Band literature from various historical periods and cultures**
- **Musicality in performance**
- **Rehearsal techniques**
- **Performance and audience etiquette**
- **Careers**

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>

## **CHORUS 7**

**Code N075 Full Year**

Prerequisite: None

This elective course of study is part of the comprehensive, sequential vocal music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In seventh grade, students meet with a vocal music specialist throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### **Areas of Study Include:**

- **Vocal production and maintenance**
- **Diction and pronunciation**
- **Music reading**
- **Choral ensemble skills and techniques**
- **Music from different cultures and time periods**
- **World music**
- **Choral repertoire, including:**
  - African tradition
  - NYSSMA level 2
  - A capella
  - Songs in languages other than English
  - Songs in triple meter
- **Performance and audience etiquette**
- **Careers**

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>



## CHORUS 8

Code N175 Full Year

Prerequisite: None

This elective course of study is part of the comprehensive, sequential vocal music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In eighth grade, students meet with a vocal music specialist throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### Areas of Study Include:

- Vocal production and maintenance
- Diction and pronunciation
- Music reading
- Choral ensemble skills and techniques
- Music from different cultures and time periods
- World music
- Choral repertoire, including:
  - Jazz or popular ballad tradition
  - NYSSMA level 3
  - Songs in irregular meter
  - Songs in languages other than English
- Performance and audience etiquette
- Careers

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>

## ORCHESTRA 7

VWJH Code N628 Full Year

WJH Code N076 Full Year

Prerequisite: Orchestra 6 or equivalent

This elective course of study is part of the comprehensive, sequential instrumental music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In seventh grade, students meet with an instrumental music specialist for the ensemble classes and the rotational lesson group classes throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### Areas of Study Include:

- Instrument performance technique
- Music symbols
- String ensemble literature from various historical periods and cultures
- Musicality in performance
- Rehearsal techniques
- Performance and audience etiquette
- Careers

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>

## ORCHESTRA 8

VWJH Code N628 Full Year

WJH Code N176 Full Year

Prerequisite: Orchestra 7 or equivalent

This elective course of study is part of the comprehensive, sequential instrumental music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In eighth grade, students meet with an instrumental music specialist for the ensemble classes and the rotational lesson group classes throughout the school year. Students are expected to participate in the concerts and rehearsals that may be held after school hours. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### Areas of Study Include:

- Instrument performance technique
- Music symbols
- String ensemble literature from various historical periods and cultures
- Musicality in performance
- Rehearsal techniques
- Performance and audience etiquette
- Careers

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>



## MUSIC 7

Code N093 Ten Weeks

Prerequisite: None

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In seventh grade, students who are not in a performing ensemble meet with a music specialist for one full quarter. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### Areas of Study Include:

- **Basic music signs and terms**
  - Duration, rhythm, meter, tempo and dynamics
  - Treble clef initiation
  - Rhythmic dictation
- **World music**
  - African music
- **Elements of Music**
  - Melody and melodic contour
  - Harmonic textures
- **Formal organization of music**
  - Repetition and contrast
- **Singing**
  - Songs from foreign countries
- **Group performance**
  - Rhythmic ostinatos
  - Rhythmic improvisation
  - Critical analysis
- **Careers**
- **Performance and audience etiquette**

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>

## MUSIC 8

Code N099 Ten Weeks

Prerequisite: None

This required course of study is part of the comprehensive, sequential general music program that begins at the elementary level and continues through high school. Students will acquire knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of our civilizations while developing skills to express personal musical talents. In eighth grade, students who are not in a performing ensemble meet with a music specialist for one full quarter. Our music educators have used the New York State Education Department's publication "Learning Standards for the Arts", in addition to the Common Core Learning Standards, to design the curriculum.

### Areas of Study Include:

- **Basic music signs and terms**
  - Syncopation
  - Swinging eighth notes
  - Melodic dictation
- **World music**
  - Jazz
- **Elements of Music**
  - Compose and perform melodic phrases
- **Harmony**
  - I, IV and V chords
- **Formal organization of music**
  - Twelve-bar blues
- **Singing**
  - Jazz styles
- **Group performance**
  - Melodies
  - Keyboard melodies
  - Melodic improvisation
  - Critical analysis
- **Careers**
- **Performance and audience etiquette**

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including the student's demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts see:  
<http://www.p12.nysed.gov/ciai/arts/>



# PHYSICAL EDUCATION

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## PHYSICAL EDUCATION – GRADE 7

Code P143 Full Year

Prerequisite: None

### Areas of Study Include:

- Motor/movement skills
- Personal fitness/wellness
- Personal living skills
- Development of skills in problem-solving, cooperation and teamwork
- Structured game rules/strategies combining individual and team skills

Note: This course is State mandated.

Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical activity.

Assessment: Assessment is based on quizzes, exams, participation, effort, demonstrated skill on topics being covered quarterly.

For a complete review of the NYS learning standards, see:  
<http://eservices.nysed.gov/vls/subjectAreaHome.do?standardAreaID=4&contentID=11>

For the complete NYS core curriculum for middle level Physical Education, see:  
<http://www.emsc.nysed.gov/rss/mle/clphysed.htm>

## PHYSICAL EDUCATION – GRADE 8

Code P243 Full Year

Prerequisite: None

### Areas of Study Include:

- Motor/movement skills
- Personal fitness/wellness
- Personal living skills
- Development of skills in problem-solving, cooperation and teamwork
- Structured game rules/strategies combining individual and team skills

Note: This course is State mandated.

Physical education is a sequential educational program based on physical activities that promote the development of skills and knowledge that begins at the elementary level and continues through high school. This course continues the refinement of skills and knowledge learned in earlier grades. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical activity.

Assessment: Assessment is based on quizzes, exams, participation, effort, demonstrated skill on topics being covered quarterly.

For a complete review of the NYS learning standards, see:  
<http://eservices.nysed.gov/vls/subjectAreaHome.do?standardAreaID=4&contentID=11>

For the complete NYS core curriculum for middle level Physical Education, see:  
<http://www.emsc.nysed.gov/rss/mle/clphysed.htm>

## ADAPTED PHYSICAL EDUCATION – GRADE 7/8

Code P233 Full Year

Prerequisite: CSE recommendation/qualification

Adapted physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities. This program is for those students who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.





## SCIENCE 7

Code S141 Full Year

Prerequisite: None

### Areas of Study Include:

- **Introduction to Life Science**
  - Laboratory Protocols
  - Graphing
  - Scientific Method
  - Metric System
- **Characteristics of Living Things**
- **Microscope**
- **Cells**
  - Structure and Function
  - Cell Theory
  - Cell Processes
  - Cell Reproduction
- **Viruses**
- **Classification**
  - Dichotomous Keys
  - Kingdoms
  - Bacteria and Fungi
  - Protist
  - Plant
  - Animal
  - (Vertebrate vs. Invertebrate)
- **Human Body Organization**
  - Skeletal and Muscular System
  - Digestive System
  - Circulatory System
  - Respiratory and Excretory System
  - Nervous and Endocrine System
  - Reproductive System
  - Immune System
- **Genetics**
  - Heredity
  - DNA
- **Adaptations Over Time**
- **Plants**
- **Ecology**

Assessment: All students do the following for their final assessment, Lab Exam and Content Exam

## SCIENCE 7 HONORS

Code S161 Full Year

Prerequisite: Placement in the Honors program is by application. The selection process takes place at the end of the third quarter of grade 6. Science and Mathematics are blocked for teaming purposes.

In order to qualify for Science honors, students must meet the criteria and be accepted for **both** the Science Honors and Mathematics Honors programs.

Note: The junior high school Honors program is rigorous and demanding. Students are expected to meet and maintain high standards of performance in Honors courses. The program is comprehensive in scope and sequence and accelerated in pace of instruction.

Science Honors is an accelerated study of science. Seventh grade honors combines two years of science (Science 7 & 8) into one year of Science 7H.

Science 7 Honors is for students who have excelled and demonstrated a firm grasp of concept and skills in sixth grade science and mathematics. The students must display a high degree of interest in science and math, be motivated and self directed, easily understand new concepts and principles, and demonstrate a high level of problem-solving skills.

Students who do not meet the above criteria at anytime during the school year will be reviewed for possible removal from the Honors program.



# SCIENCE

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## Areas of Study Include:

### LIFE SCIENCE

- **Introduction to Life Science**
  - Laboratory Protocols
  - Graphing
  - Scientific Method
  - Metric System
- **Characteristics of Living Things**
- **Microscope**
- **Cells**
  - Structure and Function
  - Cell Theory
  - Cell Processes
  - Cell Reproduction
- **Viruses**
- **Classification**
  - Dichotomous Keys
  - Kingdoms
  - Bacteria and Fungi
  - Protist
  - Plant
  - Animal Kingdom
- **Human Body Organization**
  - Skeletal and Muscular System
  - Digestive System
  - Circulatory System
  - Respiratory and Excretory System
  - Nervous and Endocrine System
  - Reproductive System
  - Immune System
- **Genetics**
  - Heredity
  - DNA
- **Evolution**
- **Plants**
- **Ecology**

### PHYSICAL SCIENCE

- **General Properties of Matter**
  - Mass and Weight
  - Volume and Density
- **Physical and Chemical Changes**
  - Phases of Matter and Phase Changes
  - Chemical Properties and Changes
- **Classes of Matter**
  - Elements, Compounds and Mixtures
- **Atoms**
  - Atomic Theory
  - Atomic Structure
- **Periodic Table**
  - History and Design
  - Trends and Patterns
- **Atomic Bonding**
  - Ionic, Covalent and Metallic
- **Chemical Reactions**
  - Chemical Equations
  - Types of Reactions

- **Physics of Motion**
  - Newton's Laws of Motion
- **Physics of Energy**
  - Energy forms and changes

Assessment: All students do the following for their final assessment, Lab Exams, 2 Content Exams- Life Science and Physical Science

## SCIENCE 8

Code S241 Full Year

Prerequisite: Completion of Science 7.

### Lab Process Skills

- Measurement, Safety, Scientific Tools
- Observation & Inferences
- Scientific Method & Graphing
- Metric System
- Mass, Volume & Density

### Chemistry

- Classification of Matter (Element, Compound, Mixtures)
- Properties of Matter (Chemical vs. Physical)
- Phase Changes
- Atoms, Atomic Structure & Periodic Table
- Interactions of Matter
- Chemical Reactions
- Reaction Rates & Energy
- Solutions, Acids & Bases
- Nuclear Changes & radioactivity

### Physics

- **Energy**
  - Potential & Kinetic Energy
  - Forms of Energy
  - Work & Conservation of Energy
- **Heat**
  - Phases of Matter
  - Phase Changes
  - Heat Transfer
- **Waves**
  - Types of Waves
  - Parts of a wave, Amplitude, Frequency, & wave lengths
  - Behavior of Waves
  - Reflection/Refractions/Diffraction
  - Resonance
- **Sound & Light**
  - Sound waves/Intensity & Loudness
  - Pitch & Frequency
  - Light-Reflection vs. Refraction
  - Mirrors, Lenses & the Eye
  - Light & Color
- **Electricity**
  - Magnetism
  - Electromagnetic Radiation
  - Renewable vs. Non renewable Energy Sources
- **Motion**
  - Motion/Speed/Velocity/Graphing/Acceleration
  - Forces & Friction



# SCIENCE

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- Laws of Motion & Gravity
- Conservation of Matter/Energy
- Newton's Laws
- Simple Machines

## Earth Science

- Minerals & Rocks
- Earth's History
- Mapping
- **Processes that Change Earth's Surface**
  - Weathering & Soil
  - Erosion/Deposition
  - Landforms
  - Earthquakes
  - Structure of Earth
  - Continental Drift & Plate Tectonics
- **Weather & Climate**
  - Atmosphere
  - Elements of weather & instruments
  - Weather Maps
  - Greenhouse Effect/Global Warming
  - Ozone Problem
  - Factors affecting climate
- **Astronomy**
  - Earth Motions, Time & seasons
  - The Solar System
  - The Moon, Moon Phases, Eclipses & Tides
  - Structure & Origin of Universe
  - Stars & Life Cycle of Stars

Assessment: All students take the New York State Grade 8 Science Test. This assessment is made up of four parts (A, B, C, D). These include a hands-on lab practical and a content-based written test. They will take a district final exam.

## THE PHYSICAL SETTING EARTH SCIENCE Code S361 Full Year 1 credit Rank weight 1.05

Prerequisite: Completion of Science 7 Honors at the mastery level.

Note: Earth Science students will take the NYS Earths Science Regents Examination in June. This Regent exam will be the final examination for the course.

The junior high school Honors program is rigorous and demanding. Students are expected to meet and maintain high standards of performance in Honors courses. The program is comprehensive in scope and sequence and accelerated in pace of instruction.

Science Honors is an accelerated study of Science. Students apply for entrance and are accepted to the program prior to entering 7th grade. At that time they must meet the entrance criteria for

both mathematics honors and science honors. However, these programs are not linked at the 8th grade level and so students may be enrolled either one or both programs.

In the eighth grade science honors course, students study science topics at an advanced level in preparation for the NYS Earth Science Regents Examination. Successful completion of this course earns students one high school credit.

Students who are not meeting the criteria at any time during the school year will be reviewed for possible removal from the Honors program.

Entry to the Science Honors program in grades other than 7th grade is under special circumstances only and may require summer study. Parents should contact the District Coordinator for Science and Technology for further information.

## Areas of Study Include:

- **Planet Earth**
  - Shape of the Earth
  - Structure of Earth
  - Locating Positions on Earth
  - Latitude/Longitude
  - Drawing isolines, topographic maps, gradient and profiles
  - Terrestrial Navigation – Polaris Minerals, Rocks and Resources
  - Define and identify minerals using minerals physical properties
  - Identify and classify rocks
  - Understand and utilize rock cycle
  - Recognize renewable and non-renewable resources and understand their use and management
- **The Dynamic Crust**
  - Locate plate boundaries, earthquake zones, volcanoes and mountain chains
  - Analyze P and S wave arrival time data to locate epicenters and determine origin times
  - Describe the internal structure of the earth
  - Recognize evidences of continental drift, plate tectonics, seafloor spreading, and crustal movement
  - Understand the driving force of plate tectonics
  - Understand the different types of plate boundaries
  - Earthquake and volcano preparedness
- **Weathering, Erosion, Deposition and Landscapes**
  - Distinguish between two types of weathering, the conditions under which they occur and describe examples of each
  - Factors that affect rate of weathering, deposition and erosion
  - Formation and conservation of soils
  - Difference between transported and residual soils
  - Compare the agents of erosions and their effects on the Earth's surface
  - NYS erosional history and development of landscape features
  - Glaciers and coastal features



# SCIENCE

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- **Interpreting Earth's History**

- Reconstructing geologic past using principal of uniformitarianism, superposition, correlation, original horizontality, cross cutting relationships, unconformities and fossil evidence (index fossils)
- Geologic time scale
- Evolution of life
- Relative and Absolute dating
- Radioactive Dating
- Origin and change of the atmosphere

- **Properties of the Atmosphere**

- Structure of the atmosphere
- Air pressure and factors that affects it
- Humidity and factors that affect it
- Relative humidity and Dew point
- Wind and factors that affect it
- Sea breeze and Land breeze
- Jet Stream and Coriolis Effect
- Formation of clouds and types of precipitation
- Relator of weather variables

- **Weather Systems**

- Energy in the atmosphere
- Plot and interpret station models
- Air masses
- High and low pressure and weather associated with each
- Identify, explain and forecast major weather systems using weather maps
- Compare and contrast severe weather storms: Tornadoes, Hurricanes and Thunderstorms
- Severe weather preparedness

- **The Water Cycle and Climates**

- Hydrologic cycle
- Explain the relationship of porosity, permeability, and capillarity to ground water
- Factors that affect storage and movement of groundwater
- Watersheds, and how they are used and affected by people
- How heat energy travels: conduction, convection and radiation
- Angle, reflection and duration of insulation and how they are

affected

- Greenhouse effect
- Climates and factors that affect climate

- **The Earth in Space**

- Motions of celestial objects
- Heliocentric and Geocentric models
- Apparent motions of the sun
- Reason for the seasons
- Latitude and angle of the sun
- Duration of daylight

- **Beyond Planet Earth**

- Phases of the moon
- Eclipses of the moon and sun
- Angular diameter of celestial objects
- Tides
- Geometry of orbits
- Gravitational forces
- Solar System data and evolution of stars
- Evolution of the solar system: red shift and blue shift
- Asteroids, Meteors, and Comets

- **Environmental Awareness**

- Technology affects on the environment
- Pollution
- Managing resources

Assessment: All Earth Science students who complete the required 1200 minutes of labs with satisfactory laboratory reports on file will take the two part Physical Setting Earth Science Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting/Earth Science, see:

<http://www.emscd.gov/ciai/pub/earthsci.pdf>



The New York State Learning Standards for Social Studies include the study of the History of the United States and New York; World History; Geography; Economics; and Civics, Citizenship and Government. Social Studies content in grades 7 and 8 is based on these five New York State Social Studies Learning Standards and focuses on a chronologically organized study of United States and New York State history. The course content is divided into 11 units, tracing the human experience in the U.S. from pre-Columbian times to the present, and tying political, geographic, economic and social trends in the U.S. to parallel trends and time frames in New York State history.



## **GRADE 7 UNITED STATES AND NEW YORK STATE HISTORY**

Code D147 Full Year

Prerequisite: None

### **Areas of Study Include:**

- **The People of the “New World” prior to 1500 and European Contact**
- **European Exploration and Colonization of the Americas**
- **A Nation is Created – the American Revolution and the formation of the United States**
- **Experiments in Government – the Articles of Confederation and the Constitution**
- **Life in the New Nation**
- **Division: the Civil War**

Assessment: A Department final exam based on the content, concepts and themes in this curriculum and modeled after the NYS Grade 8 Intermediate-Level Social Studies Test will be administered in June. The final exam counts as 20% of the final course average.

For a complete review of the NYS Social Studies and Common Core Learning Standards, see:

<http://www.pg12.nysed.gov/ciai/socst/pub/sstssintrod.pdf>

## **GRADE 7 UNITED STATES AND NEW YORK STATE HISTORY – HONORS**

Code D167 Full Year

Prerequisite: Placement in the Honors program is by application. The selection process takes place at the end of the third semester of grade 6. Social Studies and English Language Arts (ELA) are blocked for teaming purposes - in order to qualify for Honors, the student must meet the criteria in both Social Studies and ELA. Students are evaluated by their grade 6 teachers in areas such as attendance, attitude, participation, reading, writing, ability to analyze and solve problems, etc.

Note: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials; and take more challenging tests throughout the year and a different final exam. Students who are not meeting the criteria at any time during the school year will be reviewed for possible removal from the Honors program.

### **Areas of Study Include:**

- **The People of the “New World” prior to 1500 and European Contact**
- **European Exploration and Colonization of the Americas**
- **A Nation is Created – the American Revolution and the formation of the United States**
- **Experiments in Government – the Articles of Confederation and the Constitution**
- **Life in the New Nation**
- **Division: the Civil War**

Assessment: A Department final exam based on the content, concepts and themes in this curriculum and modeled after the NYS Grade 8 Intermediate-Level Social Studies Test will be administered in June. The final exam counts as 20% of the final course average.

For a complete review of the NYS Social Studies and Common Core Learning Standards, see:

<http://www.pg12.nysed.gov/ciai/socst/pub/sstssintrod.pdf>



## GRADE 8 UNITED STATES AND NEW YORK STATE HISTORY

Code D247 Full Year

Prerequisite: Completion of Grade 7 United States and New York State History with a final average of at least 65%.

### Areas of Study Include:

- Reunion and Reconstruction after the Civil War
- The U.S. becomes an Industrial Society
- The expansion of the U.S. as an Independent Nation in an Increasingly Interdependent World; World War I
- The U.S. Between the Wars
- The U.S. Assumes Worldwide Responsibilities; World War II
- The Changing Nature of the American People from World War II to the Present; Prosperity, Optimism, the Cold War

Assessment: All grade 8 students take the NYS Grade 8 Intermediate-Level Social Studies Test and a Department final exam in June. The writing portions of the NYS Grade 8 Intermediate-Level Social Studies Test (short-answer “constructed response questions” and a document-based essay) are counted as 25% of the Department final exam. The Department final exam counts as 20% of the final course average.

For a complete review of the NYS Social Studies and Common Core Learning Standards, see:

<http://www.pg12.nysed.gov/ciai/socst/pub/sstssintrod.pdf>

## GRADE 8 UNITED STATES AND NEW YORK STATE HISTORY – HONORS

Code D267 Full Year

Prerequisite: I. Completion of Grade 7 Honors Social Studies with a final average of at least 85%, and the recommendation of the Grade 7 teachers. A student who was not in Grade 7 Honors may apply for Grade 8 Honors. Criteria include a grade 7 average of at least 90% in both Social Studies and ELA. Students are evaluated by their grade 7 teachers in areas such as attendance, attitude, participation, reading, writing, ability to analyze and solve problems, etc.

Note: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials; and take more challenging tests throughout the year and a different final exam.

### Areas of Study Include:

- Reunion and Reconstruction after the Civil War
- The U.S. becomes an Industrial Society
- The expansion of the U.S. as an Independent Nation in an Increasingly Interdependent World; World War I
- The U.S. Between the Wars
- The U.S. Assumes Worldwide Responsibilities; World War II
- The Changing Nature of the American People from World War II to the Present; Prosperity, Optimism, the Cold War

Assessment: All grade 8 students take the NYS Grade 8 Intermediate-Level Social Studies Test and a Department final exam in June. The writing portions of the NYS Grade 8 Intermediate-Level Social Studies Test (short-answer “constructed response questions” and a document-based essay) are counted as 25% of the Department final exam. The Department final exam counts as 20% of the final course average.

For a complete review of the NYS Social Studies Learning Standards, see: <http://www.pg12.nysed.gov/ciai/socst/pub/sstssintrod.pdf>



# SPECIAL EDUCATION

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## WAPPINGERS CENTRAL SCHOOL DISTRICT SPECIAL EDUCATION: JUNIOR HIGH SCHOOL

The Wappingers Central School District is committed to providing a comprehensive education for all students. In keeping with this commitment, the District provides a continuum of special education services to those students who have been identified by the Committee on Special Education as students with disabilities. The program and services are specified in the student's Individualized Education Plan (IEP). The instructional program for these students, where appropriate, is based on the learning objectives in the general education program. Modifications in materials, curriculum, teaching strategies, and grading are made as appropriate. Supplementary aids and services may also be recommended as per each student's Individualized Education Plan (IEP) to allow access to regular education curriculum in the least restrictive environment.

### Special Education Programs

#### Resource Room:

Resource Room is specialized supplementary instruction scheduled for a daily separate setting class period. The student to special education teacher ratio is 5:1.

#### Integrated Co-teaching:

The integrated Co-teaching programs at Van Wyck Junior High School and at Wappingers Junior High School provide special education support to classified students in a general education setting. Grade level support is provided by a special education teacher in collaboration with a general education teacher.

#### Support Class:

Support Class, a 15:1 student to special education teacher ratio class, may be scheduled for students in either Special Class or in Integrated Co-Teaching Class. Support Class is recommended for classified students who may need a supplemental class to reinforce academics and IEP goal acquisition.

#### Special Class – 1:15:1:

A 1:15:1 special class is a class consisting of no more than 15 students with disabilities who have been grouped together because of similar individual needs for the purpose of being provided specially designed instruction.

#### 1:12:1 Intensive Instruction:

This district special class program housed at Van Wyck Junior High School focuses on the acquisition of academic skills as well as life skills. Students have classes in English, Reading, Math, Social Studies and Science. Students in the 1:12:1 Intensive Instruction class also receive onsite work experience.

#### Communication Class:

This 1:12:1 specialized instruction class is the districtwide junior high school level program which focuses on the acquisition of academic, social and physical developmental skills for students who are identified on the Autism Spectrum and associated classifications.



# TECHNOLOGY

## COMPUTER APPLICATIONS - GRADE 7

Code 007 10 Weeks

Prerequisite: None

Computer Applications is offered as an exploratory course to ensure that all students become knowledgeable about common software programs and on-line tools. These programs will benefit students in higher education and business. The Computer Applications course addresses the ISTE (International Society of Technology in Education) national standards for middle level students. In addition, students will learn about Internet Safety; the importance of avoiding plagiarism; the different guidelines for citing works; and the concept of intellectual property and copyright laws.

### Areas of Study Include:

- Microsoft Word
- Microsoft PowerPoint
- Microsoft Excel
- Graphic Organizers/Thinking Maps
- Technology Safety (Laws)
- Plagiarism
- Intellectual Property/Copyright

### SKILLS

- Word Processing
- Presentations
- Internet Research
- Proper way to work cite information
- Create an Excel Spreadsheet and Graph
- Organize information for school report
- Web page evaluation
- Effective web searching

Assessment: Students will be assessed in several ways to address the various learning styles of the students. Calculation of grades in this class will be based on tests, worksheets, quizzes, hands-on projects and class participation.

For a complete list of ISTE Standards for Students see:  
<http://www.iste.org/standards/nets-for-students.aspx>

## TECHNOLOGY 7

Code T095 Half Year

Prerequisite: None

### Areas of Study Include:

- **Measurement**
  - Standard/English (Review)
  - Metric
  - Measurement Activities
- **Safety**
  - General Safety
  - Machine Safety
  - Safety Testing and Evaluation
- **Engineering**
  - Principles of Engineering
  - Structures
  - Scales and Measurement
  - Bridge Design and Construction
  - Testing and Evaluation
- **Transportation**
  - New and Emerging Technology
  - Aerospace Technology
  - Newton's Laws
  - Aerodynamics
  - Construction
  - Testing of Projects

- **Manufacturing**
  - Craft Vs. Mass Production
  - Advertising
  - Machine Safety
  - Manufacturing Process
  - Production Product Run
- **Problem Solving**
  - Problem Solving Method
  - Implementation of Problem Solving on Project Based Work
  - Evaluation of Project
  - Re-Design and Testing
- **Categories Of Technology**
  - Technology History
  - Categories of Technology
  - Technology Project (I-Movie, Powerpoint, Poster, Report)

Assessment: Based on lab experiences, projects, homework, tests and quizzes.

For further information on the NYS core curriculum for Technology Education, see:

<http://www.emsc.nysed.gov/ciai/pub/pubmst.html>

## TECHNOLOGY 8

Code T195 Full Year (meets every other day)

Prerequisite: Completion of Technology 7.

### Areas of Study Include:

- **Measurement**
  - Standard/English (Review)
  - Metric
  - Measurement Activities
- **Safety**
  - General Safety
  - Machine Safety
  - Safety Testing and Evaluation
- **Electricity**
  - Principles of electronics
  - Circuits
  - Electrical Engineering
  - Circuit board game (Activity)
- **Transportation**
  - Design
  - Orthographic Projection/measurement
  - Aerodynamics
  - Construction
  - Finishing
  - Testing of Projects
- **Construction (Solar Home)**
  - Energy Sources and Production
  - Passive Vs. Active Solar Collection (Solar Orientation)
  - Design, Solar Home Materials
  - Floor Plans, Elevations, Plot Plans
  - Construction of houses
  - Testing (Efficiency of homes)
  - Evaluate Project's Positive/Negative Outcomes (Possible Re-Design)

Assessment: Based on lab experiences, projects, homework, tests and quizzes.

For further information on the NYS core curriculum for Technology Education see:

<http://www.emsc.nysed.gov/ciai/pub/pubmst.html>





# SEXUAL HARASSMENT POLICY

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The Board of Education recognizes that harassment of students and staff on the basis of sex, gender and/or sexual orientation is abusive and illegal behavior that harms victims and negatively impacts the school culture by creating an environment of fear, distrust, intimidation and intolerance. The Board further recognizes that preventing and remedying sexual harassment in schools is essential to ensure a healthy, nondiscriminatory environment in which students can learn and employees can work productively.

Sex-based harassment can be comprised of two types of behavior: sexual harassment and/or gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature (see regulation 0110-R for examples). Gender-based harassment includes verbal, nonverbal or physical aggression, intimidation or hostility that is based on actual or perceived gender and sexual stereotypes (see regulation 0110-R for examples). Sexual or gender-based harassment of a student can deny or limit the student's ability to participate in or to receive benefits, services, or opportunities from the school's program.

The Board is committed to providing an educational and working environment that promotes respect, dignity and equality and that is free from all forms of harassment based on gender and sexual orientation. To this end, the Board condemns and strictly prohibits all forms of sexual harassment on school grounds, school buses and at all school-sponsored activities, programs and events including those that take place at locations outside the district.

Because sexual harassment can occur staff to student, staff to staff, student to student, male to female, female to male, male to male or female to female, it shall be a violation of this policy for any student, employee or third party (school visitor, vendor, etc.) to sexually harass any student or employee.

In order for the Board to effectively enforce this policy and to take prompt corrective measures, it is essential that all victims of sexual harassment and persons with knowledge of sexual harassment report the harassment immediately. The district will promptly investigate all complaints of sexual harassment, either formal or informal, verbal or written. To the extent possible, all complaints will be treated in a confidential manner. Limited disclosure may be necessary to complete a thorough investigation.

If, after appropriate investigation, the district finds that a student, an employee or a third party has violated this policy, prompt corrective action will be taken in accordance with the applicable collective bargaining agreement, district policy and state and federal law.

All complainants and those who participate in the investigation of a complaint of sexual harassment have the right to be free from retaliation of any kind.

The Superintendent of Schools is directed to develop and implement regulations for reporting, investigating and remedying allegations of sexual harassment. These regulations are to be attached to this policy. In addition, training programs shall be established for students and employees to raise awareness of the issues surrounding sexual harassment and to implement preventative measures to help reduce incidents of sexual harassment. Age-appropriate instructional materials will be incorporated into the curriculum to educate students so that they can recognize and reduce the incidence of sexual harassment.

This policy shall be posted in a prominent place in each district facility, on the district's website, and shall also be published in student registration materials, student, parent and employee handbooks, and other appropriate school publications.

A committee of administrators, teachers, parents, students and the school attorney shall be convened annually to review this policy's effectiveness and compliance with applicable state and federal law, and to recommend revisions to the Board.

Ref:

- Education Amendments of 1972, Title IX, 20 U.S.C. §1681 et seq.
- Title VII of Civil Rights Act (1964), 42 U.S.C. §2000-E; 34 CFR §100 et. seq.
- NYS Executive Law § 290 et. seq.
- Davis v. Monroe County Board of Education, \_\_\_ U.S. \_\_; 119 S.Ct.1661 (1999)
- Gebser v. Lago Vista Independent School District, 524 U.S., 274 (1998)
- Faragher v. City of Boca Raton, 524 U.S. 775 (1998)
- Burlington Industries v. Ellerth, 524 U.S. 742 (1998)
- Oncale v. Sundowner Offshore Services, Inc. 523 U.S. 75 (1998)
- Franklin V. Gwent County Public Schools, 503, U.S. 60 (1992)
- Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)



# SEXUAL HARASSMENT REGULATION

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This regulation is intended to create and preserve an educational and working environment free from unlawful sexual harassment in furtherance of the district's commitment to provide a healthy and productive environment for all students and employees that promotes respect, dignity and equality.

## SEXUAL HARASSMENT DEFINED

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

Gender-based harassment" means verbal, non-verbal, or physical aggression, intimidation or hostility that is based on actual or perceived gender identity or expression. Sexual or gender-based harassment occurs when:

1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of an employee's employment or a student's education (including any aspect of the student's participation in school sponsored activities, or any other aspect of the student's education); or
2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting an employee's employment or a student's education; or
3. the conduct or communication has the purpose or effect of substantially or unreasonably interfering with an employee's work performance or a student's academic performance or participation in school-sponsored activities, or creating an intimidating, hostile or offensive working or educational environment.

## UNACCEPTABLE CONDUCT

School-related conduct that the district considers unacceptable and which may constitute sexual harassment includes, but is not limited to, the following:

1. rape, attempted rape, sexual assault, attempted sexual assault, forcible sexual abuse, hazing, and other sexual and gender-based activity of a criminal nature as defined under the State Penal Law;
2. unwelcome sexual invitations or requests for sexual activity in exchange for grades, promotions, preferences, favors, selection for extracurricular activities or job assignments, homework, etc. In the event sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature are made by an adult toward a student, "unwelcomeness" shall be presumed;
3. unwelcome and offensive public sexual display of affection, including kissing, making out, groping, fondling, petting, inappropriate touching of one's self or others, sexually suggestive dancing, and massages;
4. any unwelcome communication that is sexually suggestive, sexually degrading or implies sexual motives or intentions, such as sexual remarks or innuendoes about an individual's clothing, appearance or activities; sexual jokes; sexual gestures; public conversations about sexual activities or exploits; sexual rumors and "ratings lists;" howling, catcalls, and whistles; sexually graphic computer files, messages or games, etc;
5. unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual orientations, gender identity or expression;
- 6.. unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating such as the unwelcome touching of another's body parts, cornering or blocking an individual, standing too close, spanking, pinching, following, stalking, frontal body hugs, etc.;
7. unwelcome and sexually offensive physical pranks or touching of an individual's clothing, such as hazing and initiation, "streaking," "mooning," "snuggies" or "wedgies" (pulling underwear up at the waist so it goes in between the buttocks), bra-snapping, skirt "flip-ups," "spiking" (pulling down someone's pants or swimming suit; pinching; placing hands insider an individual's pants, shirt, blouse, or dress, etc.;
8. unwelcome leers, stares, gestures, or slang that are sexually suggestive; sexually degrading or imply sexual motives or intentions;
9. clothing with sexually obscene or sexually explicit slogans or messages;
10. unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or that imply sexual motives or intentions, or that are based on sexual stereotypes;



# SEXUAL HARASSMENT REGULATION

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11. unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films, Internet materials, etc.;
12. any other unwelcome behavior based on sexual stereotypes or attitudes that are offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.

For purposes of this regulation, action or conduct shall be considered “unwelcome” if the student or employee did not request or invite it and regarded the conduct as undesirable or offensive. In addition, in the remainder of this regulation, the term sexual harassment will refer to both sexual and gender-based harassment.

## **DETERMINING IF PROHIBITED CONDUCT IS SEXUAL HARASSMENT**

Complaints of sexual harassment will be thoroughly investigated to determine whether the totality of the behavior and circumstances meet any of the elements of the above definition of sexual harassment and should therefore be treated as sexual harassment. Not all unacceptable conduct with sexual connotations may constitute sexual harassment. In many cases (other than quid pro quo situations where the alleged harasser offers academic or employment rewards or threatens punishment as an inducement for sexual favors), unacceptable behavior must be sufficiently severe, pervasive and objectively offensive to be considered sexual harassment.

In evaluating the totality of the circumstances and making a determination of whether conduct constitutes sexual harassment, the individual investigating the complaint should consider:

1. the degree to which the conduct affected the ability of the student to participate in or benefit from his or her education or altered the conditions of the student’s learning environment or altered the conditions of the employee’s working environment;
2. the type, frequency and duration of the conduct;
3. the identity of and relationship between the alleged harasser and the subject of the harassment (e.g., sexually based conduct by an authority figure is more likely to create a hostile environment than similar conduct by another student or a co-worker);
4. the number of individuals involved;
5. the age and sex of the alleged harasser and the subject of the harassment;
6. the location of the incidents and context in which they occurred;
7. other incidents at the school; and
8. incidents of gender-based, but non-sexual harassment.

## **REPORTING COMPLAINTS**

Any person who believes he or she has been the victim of sexual harassment by a student, district employee or third party related to the school is required to report complaints as soon as possible after the incident in order to enable the district to effectively investigate and resolve the complaint. Victims are encouraged to submit the complaint in writing; however, complaints may be filed verbally.

Complaints should be filed with the Principal or the Title IX coordinator.

Any school employee who receives a complaint of sexual harassment from a student shall inform the student of the employee’s obligation to report the complaint to the school administration, and then shall immediately notify the Principal and/or the Title IX coordinator.

In order to assist investigators, victims should document the harassment as soon as it occurs and with as much detail as possible including: the nature of the harassment; dates, times, places it has occurred; name of harasser(s); witnesses to the harassment; and the victim’s response to the harassment.

## **CONFIDENTIALITY**

It is district policy to respect the privacy of all parties and witnesses to complaints of sexual harassment. To the extent possible, the district will not release the details of a complaint or the identity of the complainant or the individual(s) against whom the complaint is filed to any third parties who do not need to know such information. However, because an individual’s need for confidentiality must be balanced with the district’s legal obligation to provide due process to the accused, to conduct a thorough investigation, or to take necessary action to resolve the complaint, the district retains the right to disclose the identity of parties and witnesses to complaints in appropriate circumstances to individuals with a need to know. The staff member responsible for investigating complaints will discuss confidentiality standards and concerns with all complainants.

If a complainant requests that his/her name not be revealed to the individual(s) against whom a complaint is filed, the staff member responsible for conducting the investigation shall inform the complainant that:



# SEXUAL HARASSMENT REGULATION

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1. the request may limit the district's ability to respond to his/her complaint;
2. district policy and federal law prohibit retaliation against complainants and witnesses;
3. the district will attempt to prevent any retaliation; and
4. the district will take strong responsive action if retaliation occurs.

If the complainant still requests confidentiality after being given the notice above, the investigator will take all reasonable steps to investigate and respond to the complaint consistent with the request as long as doing so does not preclude the district from responding effectively to the harassment and preventing the harassment of other students or employees.

## INVESTIGATION AND RESOLUTION PROCEDURE

### A. Initial (Building-level) Procedure

The Principal or the Title IX coordinator shall conduct a preliminary review when they receive a verbal or written complaint of sexual harassment, or if they observe sexual harassment. Except in the case of severe or criminal conduct, the Principal or the Title IX coordinator should make all reasonable efforts to resolve complaints informally at the school level. Questions as to whether the conduct is severe or criminal should be directed to the school attorney. The goal of informal investigation and resolution procedures is to end the harassment and obtain a prompt and equitable resolution to a complaint.

As soon as possible but no later than three working days following receipt of a complaint, the Principal or Title IX coordinator should begin an investigation of the complaint according to the following steps:

1. Interview the victim and document the conversation. Instruct the victim to have no contact or communication regarding the complaint with the alleged harasser. Ask the victim specifically what action he/she wants taken in order to resolve the complaint. Refer the victim, as appropriate, to school social workers, school psychologists, crisis team managers, other school staff, or appropriate outside agencies for counseling services.
2. Review any written documentation of the harassment prepared by the victim. If the victim has not prepared written documentation, instruct the victim to do so, providing alternative formats for individuals with disabilities and young children, who have difficulty writing and need accommodation.
3. Interview the alleged harasser regarding the complaint and inform the alleged harasser that if the objectionable conduct has occurred, it must cease immediately. Document the conversation. Provide the alleged harasser an opportunity to respond to the charges in writing. Questions as to whether the alleged harasser IS entitled to union representation at such interview should be directed to the school attorney.
4. Instruct the alleged harasser to have no contact or communication regarding the complaint with the victim and to not retaliate against the victim. Warn the alleged harasser that if he/she makes contact with or retaliates against the victim, he/she may be subject to immediate disciplinary action.
5. Interview any witnesses to the complaint. Where appropriate, obtain a written statement from each witness. Caution each witness to keep the complaint and his/her statement confidential.
6. Review all documentation and information relevant to the complaint.
7. Where appropriate, suggest mediation as a potential means of resolving the complaint. In addition to mediation, use appropriate informal methods to resolve the complaint, including but not limited to:
  - a. discussion with the accused, informing him or her of the district's policies and indicating that the behavior must stop;
  - b. suggesting counseling and/or sensitivity training;
  - c. conducting training for the department or school in which the behavior occurred, calling attention to the consequences of engaging in such behavior;
  - d. requesting a letter of apology to the complainant;
  - e. writing letters of caution or reprimand; and/or
  - f. separating the parties.



# SEXUAL HARASSMENT REGULATION

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## 8. Parent/Student/Employee Involvement and Notification

- a. Parents of student victims and accused students shall be notified within one school day of allegations that are serious or involve repeated conduct. In all other cases, parents shall be notified within 5 days.
- b. The parents of students who file complaints are welcome to participate at each stage of both informal and formal investigation and resolution procedures.
- c. If either the victim or the accused is a disabled student receiving special education services under an IEP or section 504/ Americans with Disabilities Act accommodations, the committee on special education will be consulted to determine the degree to which the student's disability either caused or is affected by the policy violation. In addition, due process procedures required for persons with disabilities under state and federal law shall be followed.
- d. The Principal or Title IX Coordinator (i.e., the investigator) shall submit a copy of all investigation and interview documentation to the to the Superintendent. .
- e. The investigator shall report back to both the victim and the accused, notifying them in writing, and also in person as appropriate regarding the outcome of the investigation and the action taken to resolve the complaint. The investigator shall instruct the victim to report immediately if the objectionable behavior occurs again or if the alleged harasser retaliates against him/her.
- f. The investigator shall notify the victim that if he/she desires further investigation and action, he/she may request a district level investigation by contacting the Superintendent of Schools. The investigator shall also notify the victim of his/her right to contact the U.S. Department of Education's Office for Civil Rights and/or a private attorney. Employees may also contact the U.S. Equal Employment Opportunity Commission or the New York State Division of Human Rights.

If the initial investigation results in a determination that sexual harassment did occur, the investigator will promptly notify the Superintendent, who shall then take prompt disciplinary action in accordance with district policy, the applicable collective bargaining agreement or state law.

If a complaint received by the Principal or the Title IX Coordinator contains evidence or allegations of serious or extreme harassment, such as employee to student harassment, criminal touching, quid pro quo (e.g., offering an academic or employment reward or punishment as an inducement for sexual favors), or acts which shock the conscience of a reasonable person, the complaint shall be referred promptly to the Superintendent. In addition, where the Principal or the Title IX coordinator has a reasonable suspicion that the alleged harassment involves criminal activity, he/she should immediately notify the Superintendent, who shall then contact appropriate child protection and law enforcement authorities. Where criminal activity is alleged or suspected by a district employee, the accused employee may be suspended pending the outcome of the investigation, consistent with all contractual or statutory requirements.

Any party who is not satisfied with the outcome of the initial investigation by the Principal or the Title IX coordinator may request a district-level investigation by submitting a written complaint to the Superintendent within 30 days.

### **B. District-level Procedure**

The Superintendent or his/her designee shall promptly investigate and resolve all sexual harassment complaints that are referred to him/her by a Principal or Title IX coordinator, as well as those appealed to the Superintendent following an initial investigation by a Principal or Title IX coordinator. In the event the complaint of sexual harassment involves the Superintendent, the complaint shall be filed with or referred to the Board President, who shall refer the complaint to the school attorney or another trained investigator not employed by the district for investigation.

The district level investigation should begin as soon as possible but not later than three working days following receipt of the complaint by the Superintendent or Board President. In conducting the formal district level investigation, the district will use investigators who have received formal training in sexual harassment investigation or that have previous experience investigating sexual harassment complaints.

If a district investigation results in a determination that sexual harassment did occur, prompt corrective action will be taken to end the harassment. Where appropriate, district investigators may suggest mediation as a means of exploring options of corrective action and informally resolving the complaint.

No later than 30 days following receipt of the complaint, the Superintendent or his/her designee (or in cases involving the Superintendent, the Board-appointed investigator) will notify the victim and alleged harasser, in writing, of the outcome of the investigation. If additional time is needed to complete the investigation or take appropriate action, the Superintendent or his/her designee or Board-appointed investigator will provide all parties with a written status report within 30 days following receipt of the complaint.



# SEXUAL HARASSMENT REGULATION

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The victim and the alleged harasser have the right to be represented by a person of their choice, at their own expense, during sexual harassment investigations and hearings. In addition, victims have the right to register sexual harassment complaints with the U.S. Department of Education's Office for Civil Rights. Employee victims also have the right to register complaints with the federal Equal Employment Opportunity Commission and the New York State Division of Human Rights. Nothing in these regulations shall be construed to limit the right of the complainant to file a lawsuit in either state or federal court.

## **RETALIATION PROHIBITED**

Any act of retaliation against any person who opposes sexually harassing behavior, or who has filed a complaint, is prohibited and illegal, and therefore subject to disciplinary action. Likewise, retaliation against any person who has testified, assisted, or participated in any manner in an investigation, proceeding, or hearing of a sexual harassment complaint is prohibited. For purposes of this policy, retaliation includes but is not limited to: verbal or physical threats, intimidation, ridicule, bribes, destruction of property, spreading rumors, stalking, harassing phone calls, and any other form of harassment. Any person who retaliates is subject to immediate disciplinary action, up to and including suspension or termination.

## **DISCIPLINE/PENALTIES**

Any individual who violates the sexual harassment policy by engaging in prohibited sexual harassment will be subject to appropriate disciplinary action. Disciplinary measures available to school authorities include, but are not limited to the following:

### **Students:**

Discipline may range from a reprimand up to and including suspension from school, to be imposed consistent with the student conduct and discipline policy and applicable law.

### **Employees:**

Discipline may range from a warning up to and including termination, to be imposed consistent with all applicable contractual and statutory rights.

### **Volunteers:**

Penalties may range from a warning up to and including loss of volunteer assignment.

### **Vendors:**

Penalties may range from a warning up to and including loss of district business.

### **Other individuals:**

Penalties may range from a warning up to and including denial of future access to school property.

## **FALSE COMPLAINTS**

False or malicious complaints of sexual harassment may result in corrective or disciplinary action taken against the complainant.

## **TRAINING**

All students and employees shall be informed of this policy in student and employee handbooks, on the district website, and student registration materials. A poster summarizing the policy shall also be posted in a prominent location at each school. All secondary school student body officers shall receive district training about the policy at the beginning of each school year.

Additionally, age-appropriate curricular materials will be made available so that it can be incorporated in instruction K-12 to ensure that all students are educated to recognize and report sexual harassment.

All new employees shall receive information about this policy and regulation at new employee orientation. All other employees shall be provided information at least once a year regarding this policy and the district's commitment to a harassment free learning and working environment. Principals, Title IX coordinators, and other administrative employees who have specific responsibilities for investigating and resolving complaints of sexual harassment shall receive yearly training on this policy, regulation and related legal developments.

Principals in each school and program directors shall be responsible for informing students and staff on a yearly basis of the terms of this policy, including the procedures established for investigation and resolution of complaints, general issues surrounding sexual harassment, the rights and responsibilities of students and employees, and the impact of sexual harassment on the victim.



