

***HALF HOLLOW HILLS  
MIDDLE SCHOOL***

***COURSE DESCRIPTIONS***

**2017-2018**

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***West Hollow Middle School***

Dr. Milton Strong, Principal

## **Counseling Staff**

### **Candlewood**

Patricia Hobson  
*Director of Guidance*

Jodi Cohen  
Donna Stillman  
Matt Heller, Psychologist

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

### **West Hollow**

Edward Marinich  
*Director of Guidance*

Adam Handburger  
Meghan Lambert  
Lisa LoPiano  
Michael Stovall, Psychologist  
Jeffrey Ventimiglia, Psychologist

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

## **Preface**

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

### **Notice of Non-discrimination**

The Half Hollow Hills Central School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Patrick Harrigan  
Deputy Superintendent

Half Hollow Hills Central School District  
Fran Greenspan Administration Center  
525 Half Hollow Road  
Dix Hills, New York 11746  
(631) 592-3025

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## ART

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

**Prerequisite:** Acceptance into the course is based upon a drawing assessment given during the 7<sup>th</sup> grade and teacher recommendation.

## ART DEPARTMENT



### VISUAL and MEDIA ARTS

K-5 Art – 40 minutes per week  
 Art 6 – 10 weeks per year  
 Art 7 – 20 weeks per year

ART 8  
 (40 weeks)

STUDIO IN  
 ART  
 (40 WEEKS)

### COMPREHENSIVE FOUNDATION COURSES 9-12

Any of these courses may be used to begin a sequence in art

Creative  
 Crafts

Design and  
 Drawing for  
 Production I

Media Arts

Studio in Art

### SUGGESTED ELECTIVES

Ceramics and  
 Sculpture I, II, III

Design and Drawing  
 for Production  
 II, III, IV

Photography  
 I, II, III, IV

Drawing and  
 Painting  
 I, II, III, IV

AP Art  
 3-D

Architectural Design  
 I, II, III, IV

Digital Media  
 I, II

Design and  
 Illustration  
 I, II, III

**SPECIAL NOTE:**  
 Flow chart depicts the suggested electives for each foundation course; however, ANY FIRST YEAR ELECTIVE may be taken. Design and Drawing for Production I MUST be taken before continuing on in the Design and Drawing for Production sequence.

Film & Video  
 I, II, III, IV

Fashion  
 Illustration and  
 Fashion Design  
 I, II, III, IV

Game Design

Photojournalism

AP Art  
 2-D

AP Art  
 Drawing

**GRADUATION REQUIREMENT:**  
 One unit of art or music is required for graduation. ONLY the "Comprehensive Foundation Courses" fulfill this NYSED requirement for art. Elective courses DO NOT.

AP Art  
 History

Mural Painting  
 and Street Art

### FIVE (5) UNIT SEQUENCES

**Music Major**

3 credits – Skill Development  
 2 credits – Musical Knowledge

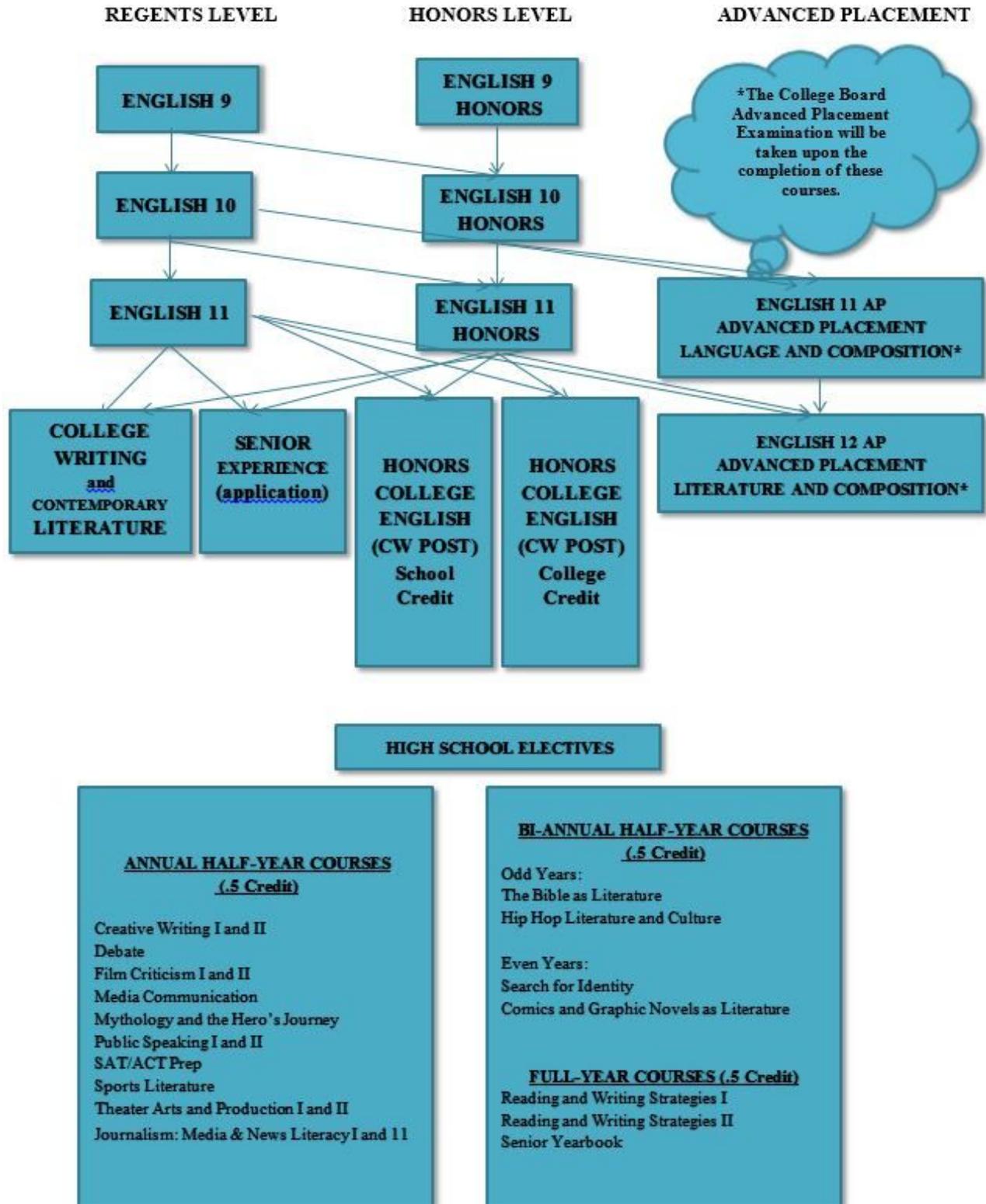
**Fine Arts Major**

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

## ENGLISH LANGUAGE ARTS

<p><b>English Language Arts 6</b>            Grades: 6            Course Length: 40 weeks</p>	<p>The English 6 course builds upon the language foundations established in the elementary language arts program. Using guidelines from the Common Core Standards, students continue to read a variety of genres and learn how to compose well structured, audience and purpose specific pieces of writing. They learn metacognitive reading strategies that are useful as they access more challenging fiction and nonfiction texts. Grammar and language study are taught to support the writing process. In the spring/third quarter, students will take a New York State Assessment in English Language Arts.</p>
<p><b>English Language Arts 7</b>            Grades: 7            Course Length: 40 weeks</p>	<p>English Language Arts 7 expands students' skills in literary analysis and exposition, creative writing and composition, and grammar and language study. Assignments in reading and writing place emphasis on critical thinking and the writing process. A research project is completed in the third quarter. The course culminates with a New York State Assessment in English Language Arts.</p>
<p><b>Mastery Level English 8</b>            Grades: 8            Course Length: 40 weeks</p>	<p>The purpose of Mastery Level English 8 is to provide a rich and challenging curriculum for all students, and to help us identify those who are best suited to an honors level curriculum at the high school level. Mastery English continues the study of reading and writing covered in prior grades. Within the guidelines of the Common Core Standards, students experience a rich literary program covering a variety of fiction and nonfiction genres. They learn how to develop a personal style in their work, and how to increase their independence as readers and writers of literary and informational texts. In the spring/third quarter, students will take a New York State Assessment in English Language Arts.</p>
<p><b>Mastery Seminar</b>            Grades: 8            Course Length: 10 weeks</p>	<p>This course will provide a workshop environment for students to hone the skills and strategies covered in ELA 8. Curriculum will cover reading and writing strategies and critical thinking skills to assist in the organization of ideas and concepts needed to succeed at the high school level.</p>
<p><b>Common Core English Language Arts Seminar</b>            Grades: 8            Course Length: 20 weeks</p>	<p>This course is designed to align with the English 8 curriculum, while enhancing students' ability to fully understand the appropriate Common Core English Language Arts standards. This work will help to provide the foundation of skills necessary for English coursework in high school.</p>
<p><b>Academic Intervention Services</b></p>	<p>Academic Intervention Services are classes designed to help students develop and master content-area skills necessary to meet and exceed New York State Standards in English Language Arts and Mathematics. Students receive explicit instruction in skills, strategies, and concepts that are the foundation of the English and Mathematics courses. Using a combination of strategy modeling, tangible exercises with manipulatives and other hands-on materials, and differentiated groups, teachers help students re-engage with the content and find success where they may have previously struggled. Baseline, formative, and summative assessments are used throughout the course to determine areas of progress and growth. This service is a State</p>

mandate for students who receive a level 1 or a level 2 on the State assessments; therefore, these students will receive priority of placement.



## **FAMILY AND CONSUMER SCIENCE**

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

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

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

<b>Family and Consumer Science</b>
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Grade:	6
Course Length:	20 weeks

Grade:	8
Course Length:	10 weeks

# HEALTH

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

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

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

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

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

<b>Health Education</b> Grades: 6 Course Length: 10 weeks	Curriculum Content: Mental health, personal health, growth & development/family living, disease prevention and control, alcohol-tobacco and drugs, injury prevention/safety, consumer/community health, nutrition, environmental health and life skills.
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<b>Health Education</b> Grades: 8 Course Length: 20 weeks	Curriculum Content: Mental health, personal health, growth and development/family planning, disease prevention, alcohol-tobacco and drugs, personal safety, consumer/community health, nutrition, environmental health and life skills.
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The functional knowledge for students is included in the curriculum content areas listed above that are sequentially programmed at the middle school in 6<sup>th</sup> and 8<sup>th</sup> grade.

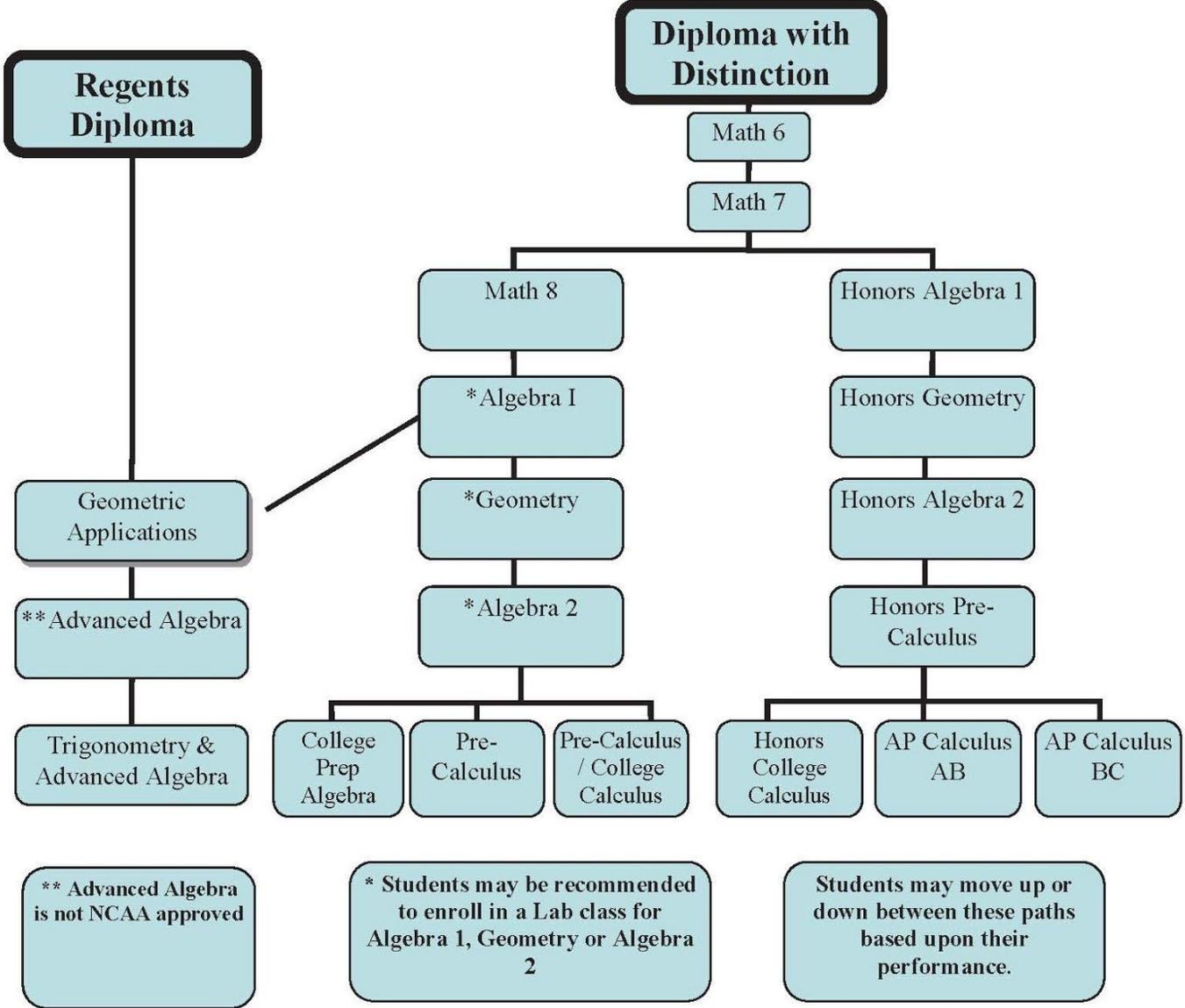
The Life Skills is a uniquely designed substance abuse prevention program that consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk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

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

## Mathematics

<p><b>Mathematics 6</b>            Grades: 6            Course Length: 40 weeks</p>	<p>This course is our introductory middle school mathematics course, providing a continuous development of the skills, concepts and strategies developed in elementary school. There is an emphasis placed on developing students' problem solving strategies and selected topics of the middle level sequence are taught to a mastery level. The sixth grade areas of study include, number and operations, measurement, algebra, geometry, probability and statistics. All sixth grade students will take the N.Y. State sixth grade mathematics assessment in the spring.</p>
<p><b>Mathematics 7</b>            Grades: 7            Course Length: 40 weeks</p>	<p>This course is designed to continue the development of students' problem solving skills and to deepen their understanding of the skills and concepts necessary for students to be successful at higher levels of instruction. Particular attention is given to the relationship of mathematics to interdisciplinary and real life applications. The seventh grade areas of study include, number and operations, measurement, algebra, geometry, probability and statistics. All seventh grade students will take the N.Y. State seventh grade mathematics assessment in the spring.</p>
<p><b>Mathematics 8</b>            Grades: 8            Course Length: 40 weeks</p>	<p>This course consists primarily of pre-algebra topics with a focus on real world applications. Topics include properties of real numbers, solving linear equations and inequalities, graphing functions, exponents, scientific notation and geometry. All eighth grade students will take the N.Y. State eighth grade mathematics assessment in the spring.</p>
<p><b>Common Core Seminar</b>            Grades: 8            Course Length: 20 weeks</p>	<p>This course is designed to align with the Math 8 curriculum, while enhancing students' ability to fully understand the appropriate Common Core math standards. This work will help to provide a foundation for future coursework.</p>
<p><b>Honors Algebra I</b>            Grades: 8            Course Length: 40 weeks</p>	<p>This course is a high school, credit bearing regents course. It is the first of three Regents mathematics courses in the New York State curriculum. Students will develop skills and processes to be applied to problem solving in a variety of settings including: linear, quadratic, absolute value and exponential functions, coordinate geometry, systems of equations, data analysis, right triangle trigonometry and probability. This course culminates with the N. Y. State Algebra 1 Regents in June. Students enrolled in this course are <b>NOT</b> required to take the N.Y. State grade level mathematics assessment in the spring.  <b>Prerequisite:</b> Minimum grade performance of 90% in Math 7</p>

# Mathematics Department 2017- 2018

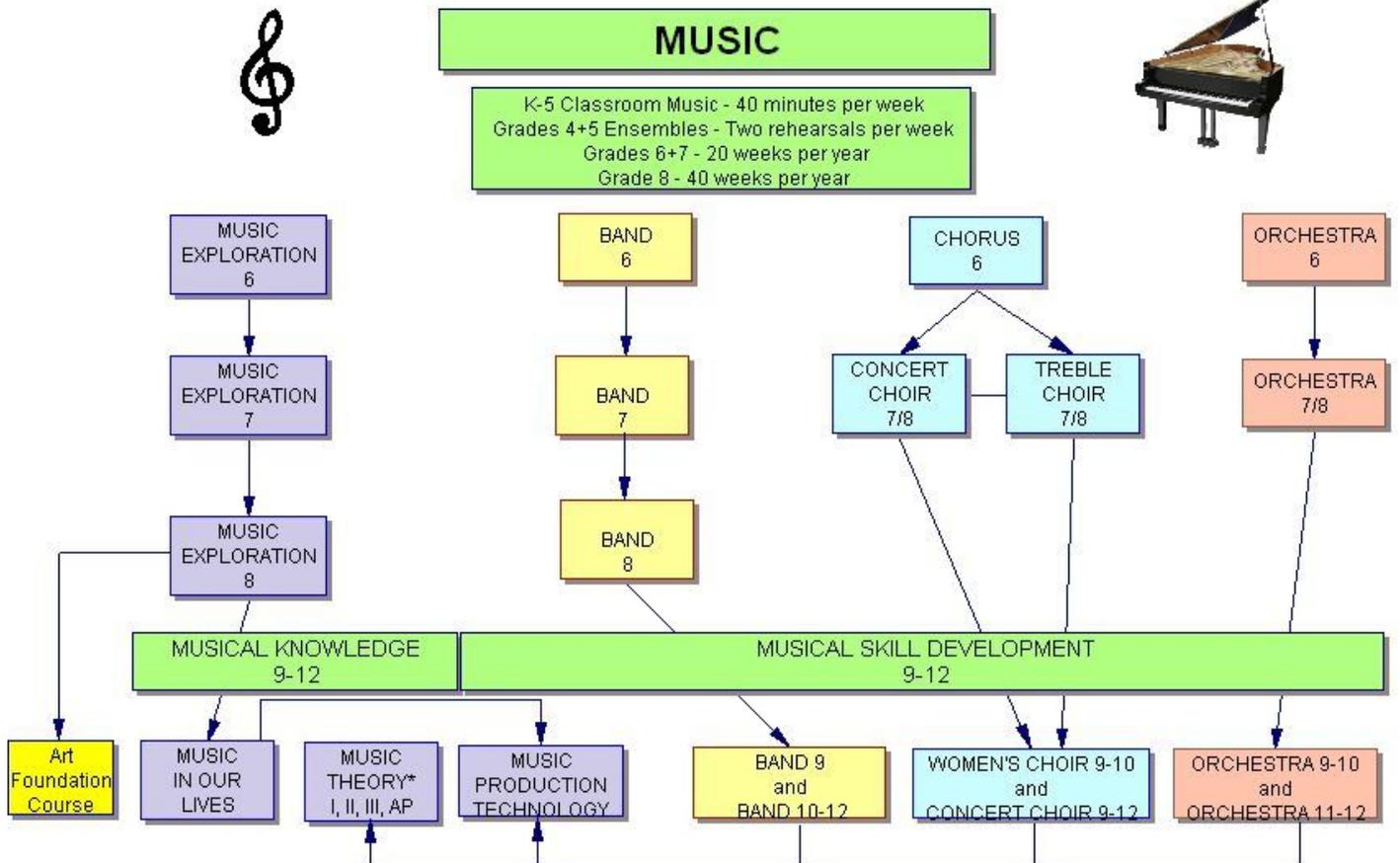


## MUSIC

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

<p><b>Treble Choir</b></p> <p>Grades: 7 (girls only) Course Length: 40 weeks, every other day</p> <p>Grades: 8 (girls only) Course Length: 40 weeks, full year</p>	<p>Membership is open to all female soprano and alto voices upon approval of the chorus staff. The ensemble will perform both standard and advanced middle school choral music focusing on treble choir literature in a wide variety of genres. Students not previously enrolled in the choral program must audition prior to placement. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals.</p> <p><b>Prerequisite:</b> Recommendation of Department</p>
<p><b>Concert Choir</b></p> <p>Grades: 7 Course Length: 40 weeks, every other day</p> <p>Grades: 8 Course Length: 40 weeks, full year</p>	<p>Membership is open to all 7<sup>th</sup> and 8<sup>th</sup> grade students upon approval of the chorus staff. The ensemble will perform both standard and advanced middle school choral music focusing on three and four-part choral literature. Students not previously enrolled in the choral program must audition prior to placement. Weekly pullout lessons on a rotating basis are required of each student where sight-singing, ear training and vocal techniques will be emphasized. Attendance at all school concerts and scheduled performances are required. Students may also be asked to perform at local and regional competitions as well as NYSSMA Major Organization Festivals.</p> <p><b>Prerequisite:</b> Recommendation of Department</p>
<p><b>Music Exploration</b></p> <p>Grades: 6 Course Length: 40 weeks, every other day</p> <p>Grades: 7 Course Length: 40 weeks, every other day</p> <p>Grades: 8 Course Length: 40 weeks, full year</p>	<p>This course is designed to give students in grades six through eight an overview of the elements, history and role of music in today's society. Students will be encouraged to participate in performing and creating music through a balanced program of study based upon the MENC (national) Standards and the NYSED Standards for middle level education. Students will be performing and composing music through a "hands-on" experience at various stages of the curriculum in our state-of-the-art music lab through the use of digital synthesizers and computers. They will also have the opportunity to see the correlation between music arts and other academic areas while receiving an overall appreciation of music.</p> <p><b>Prerequisite:</b> None.</p>

# MUSIC DEPARTMENT



NOTE: "Music Exploration 8" students may take either "Music In Our Lives" or a foundation art course to satisfy the required one (1) unit High School graduation credit in the arts

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

FIVE (5) UNIT SEQUENCES	
<u>Music Major</u>	<u>Fine Arts Major</u>
3 credits - Skill Development	1 credit - Studio in Art
2 credits - Musical Knowledge	1 credit - Musical Knowledge
	3 credits - Music, Visual Arts, Media Arts, Humanities, Theatre or Dance

# Physical Education

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

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

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

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

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

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

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

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

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

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

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

## Physical Education Department Sport and Physical Activity Menu

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

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

### Physical Education Activities Will Include:

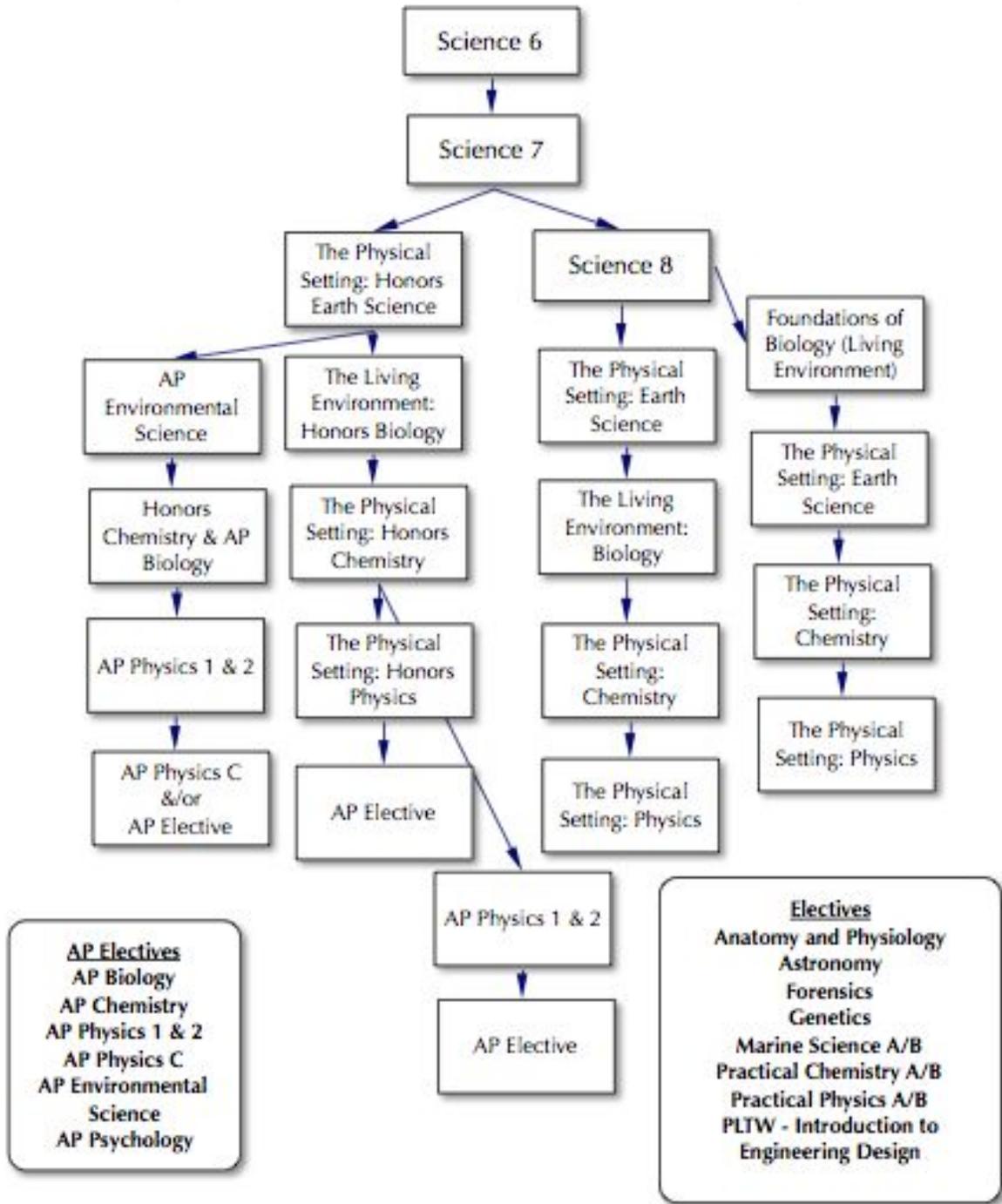
<p>Adapted Physical Education Adventure Education Aerobics/Step Aerobics Badminton Basketball Cardio Kick-Boxing Fitnessgram Testing Flag Football Floor Hockey Golf Handball Jogging/Walking Orienteering</p>	<p>Pickle-Ball Pilates Progressive Resistance Exercise (Weight Training) Self Defense Soccer Softball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

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

<p><b>Science 8</b>  Grades: 8  Course Length: 40 weeks</p>	<p>The Science 8 curriculum completes the integrated science experience for students in the middle school. Foundations skills and laboratory techniques are refined as students are prepared for the rigorous Regents requirements of the high school. The basic content areas of life, physical and especially Earth science are part of the curriculum plan which prepares students for success on the NYS Intermediate Level Science Assessment which consists of both written and lab performance components. Students in grade eight are also given the opportunity and support to participate in the Science Olympiad, as well as the Long Island Science Congress, where team and individual science research projects are presented.</p>
<p><b>Earth Science</b>  Grades: 8  Course Length: 40 weeks</p>	<p>Earth Science is the first step of participation in the honors level Regents science sequence. This rigorous course of study focuses primarily on preparing students for success on the high school level Regents examination in Physical Setting-Earth Science. The program encourages students to investigate their world through first hand experiences both inside and outside the science classroom. Students gain new understanding of the world around them, and the processes of change. By investigating the systems of the Earth and their interactions, students learn to appreciate the dynamic equilibria of our planet. Students grow to understand our dependence on the Earth's finite resources, and limited ability to recover from abuse. Students perform numerous laboratory investigations as they study the basic processes producing changes in the Earth's crust, atmosphere, and oceans. The principles of chemistry, physics, biology and mathematics are integrated into topics such as the atmosphere, the water cycle, climates, the Earth in space, environmental awareness and rocks and minerals. The course meets for 7½ periods each week and culminates with an authentic assessment of student knowledge including laboratory investigations, field studies, a laboratory practicum and a multi part Regents examination. Students in this program are expected to maintain an average of at least 85. Students taking this high school level course will receive a numerical grade that will become part of the student's high school transcript. Extra honors-enrichment work is assigned quarterly.</p> <p><b>Prerequisite:</b> Departmental recommendation based upon math and science achievement in grades 6 and 7 as well as on standardized tests. A grade of at least 90% in Science 7 is required.</p>

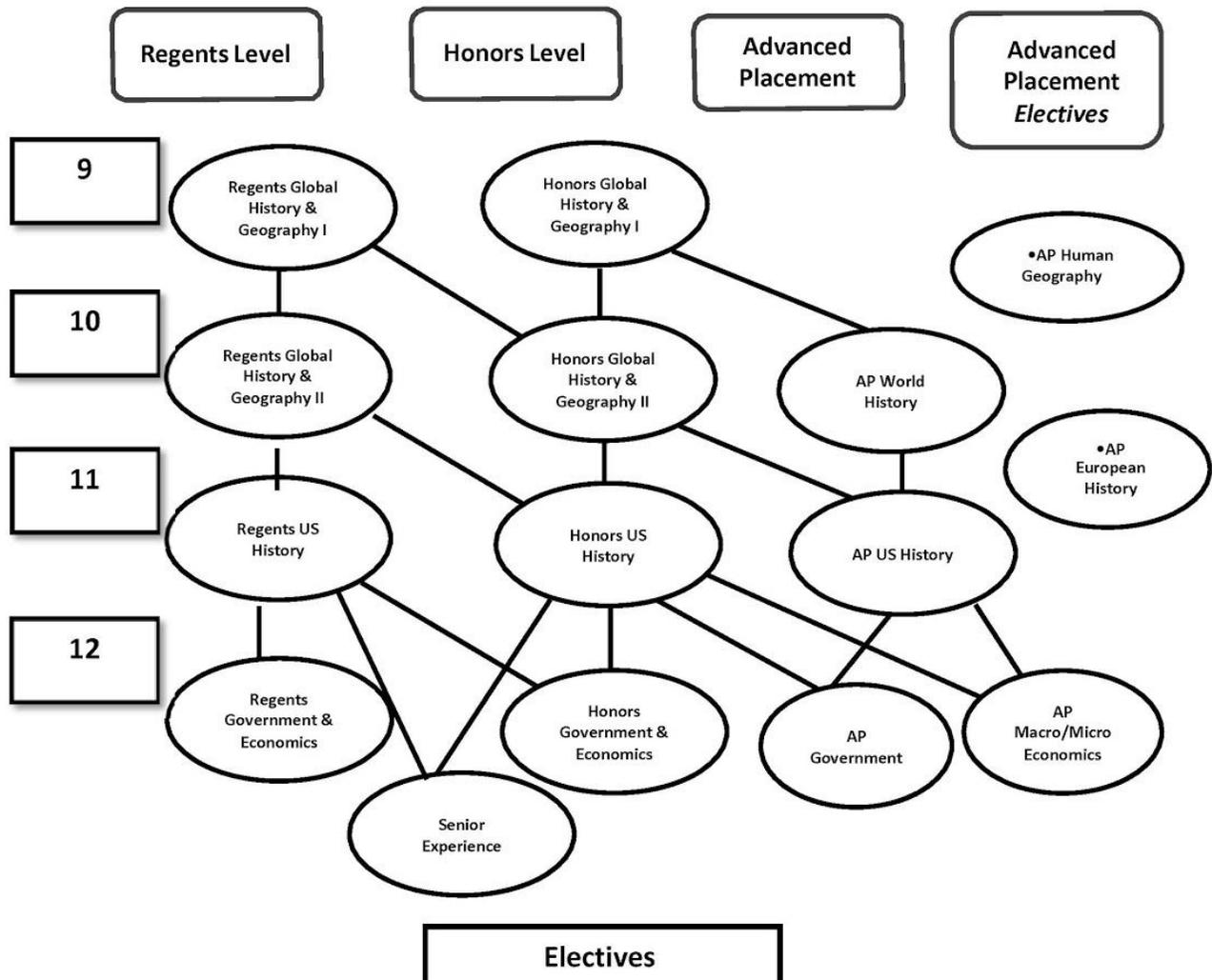
# Science Department



## SOCIAL STUDIES

<p><b>Social Studies 6</b> Grades: 6 Course Length: 40 weeks</p>	<p>This is a one year course that emphasizes the interdependence of all people, primarily in the Eastern Hemisphere. It provides students with a basic understanding of the economic, political, and social developments of the Eastern Hemisphere from Early Man to the Age of Exploration. Among the civilizations and time periods highlighted are: Mesopotamia, Egypt, Greece, Rome, traditional China, and the Middle Ages. Students will also learn historical thinking skills, including how to analyze historical primary sources appropriate for this course.</p>
<p><b>Social Studies 7</b> Grades: 7 Course Length: 40 weeks</p>	<p>This first year of a two-year study of American History provides students with an understanding of the economic, political and social events and movements from pre-Columbian times through the Civil War and Reconstruction periods in US History. While emphasizing the development of the United States and tracing its early history, parallel trends and time frames in New York State history are also considered. Students will apply historical thinking skills to their study of the past as they learn to read and write like historians.</p>
<p><b>Mastery Level Social Studies 8</b> Grades: 8 Course Length: 40 weeks</p>	<p>This second year of a two-year study of American History provides students with an in-depth understanding of the economic, political and social events and movements of the United States from Industrialization to the present. While emphasizing the development of the United States and in these time periods, parallel trends and time frames in New York State history are also considered. Students will apply historical thinking skills to their study of the past as they learn to read and write like historians.</p>
<p><b>AP Human Geography</b> Grades: 9, 10, 11, &amp; 12 with teacher and/or departmental recommendation Course Length: 40 weeks</p>	<p>This college level course introduces students to the importance of spatial organization, including the location of places, people and events, and the connections among places and landscape and the understanding of human life on Earth. While history poses “When and why?” human geography asks “Where and Why?” Students will explore population and the ways in which the human population is organized geographically, cultural patterns and processes and the way geographers assess cultural groups as defined by language, religion, race, ethnicity, and gender, the political organization of space, industrial and economic development as it relates to space utilization, and urban land use, as well as other provocative topics. Several projects will be assigned. <b>This is a college level course and students will be expected to take the AP Human Geography exam. A summer assignment will be required.</b></p>

## Social Studies Department



9, 10, 11, & 12	10, 11, & 12	Advanced Placement
Broadcasting (High School East Only)		
Criminal Justice	Exploring Teaching	•AP European History (11 & 12) <i>This course is an elective and does not fulfill any social studies requirement for graduation.</i>
Psychology	Ethics	•AP Human Geography (9 – 12) <i>This course is an elective and does not fulfill any social studies requirement for graduation.</i>
Race in America	Experiences in Law	
Sports in American History & Society*	Holocaust, Genocide & Human Rights	
Sociology*	Current Events	
<p>* Beginning in the 2017 – 18 school year, these two courses will run in alternating years.</p> <ul style="list-style-type: none"> <li>• Sports in American History &amp; Society will be offered in 2017 – 18 (not in 2018 – 19)</li> <li>• Sociology will be offered in 2018 - 19 (not in 2017 – 18)</li> </ul>		

## TECHNOLOGY

<b>Computer Technology</b> Grades: 6 Course Length: 10 weeks	In this 10 week course, student computer and 21 <sup>st</sup> Century Skills are extended through the daily use of technology tools including the Microsoft Office productivity suite, the iLife multimedia suite, and the Internet. Course work includes using various systems to search for, evaluate, and organize authoritative information in creating and editing reports and presentations; using the Internet as a tool in an ethical, responsible, and safe way; and developing communication skills by creating, editing and manipulating graphic images and video content.
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<b>Technology</b> Grades: 6, 7 Course Length: 20 weeks	<p>Technology education is a comprehensive overview of the rapid changes in the technological society of the present and the future. Class discussions include the study of the future of technology and its applications to occupations.</p> <p>This introduction to technology program is developed in concert with the New York State Regents mandates. It is a forty-week program, with 20 weeks of instruction in grades 7 and 8. Activities are based on ten learning modules, from the history of technology to the use of computers and automated systems. It is stressed that technology is actually the application of academic knowledge to solve man's practical problems and extend human capabilities. Technology education enhances science, math, social studies and language arts skills, and gives a practical application of this knowledge.</p> <p>Areas of student exploration are communication, information retrieval, transportation, energy, construction, electronics and computer application. Students work in cooperative groups and become involved using the problem solving approach to understand technology and its application to our everyday lives. Students are taught through hands on lab activities utilizing materials, tools, instruments and equipment for the safe completion of their experiences.</p>
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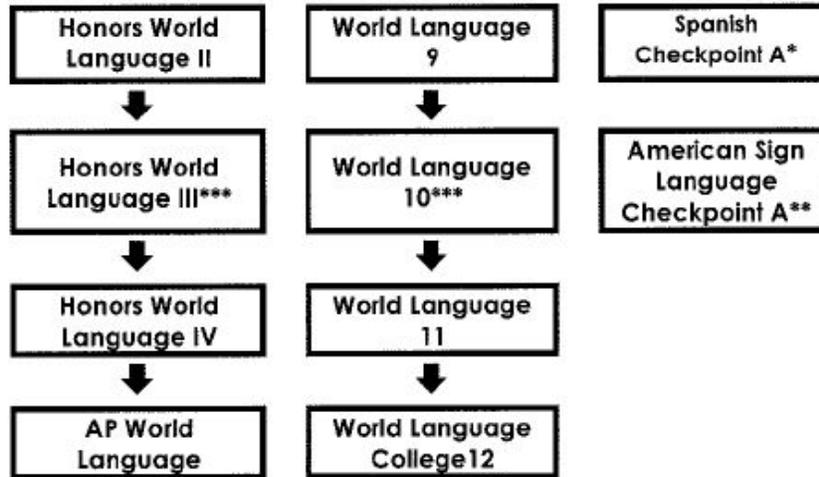
## World Languages

<p><b>World Language Exploration</b>            Grades: 6            Course Length: 40 weeks</p>	<p>The purpose of the exploratory course is to introduce students to Spanish, French, Italian and Mandarin Chinese. Students learn about each culture, including holidays, geography, monuments and basic expressions. Students complete a project at the end of the marking quarter that is cumulative based on all that they have learned. Students will begin a full time study of the World Language of their choice in grade 7.</p>
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<p><b>French, Italian, Mandarin Chinese, or Spanish, 7</b>            Grades: 7            Course Length: 40 weeks</p>	<p>Language 7 is a course based on the New York State Learning Standards for Languages Other Than English. In this course, students begin their study of Checkpoint A objectives. The second half of Checkpoint A is completed in Grade 8 culminating with a required locally developed proficiency examination in French, Spanish, Italian, or Mandarin Chinese. Listening and speaking are primary communicative goals in modern language learning. Students learn to use these skills in addition to reading and writing for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action. Students also work toward a goal of cultural understanding. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. These elements affect whether and how well a message is received.</p>
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<p><b>Mastery Level French, Italian, Mandarin Chinese or Spanish CHECKPOINT A (8)</b>            Grades: 8            Course Length: 40 weeks</p>	<p>The purpose of Mastery Level Language 8 is to provide a rich curriculum to all students and in addition, it will assist with the future identification of Honors high school students. Language 8 completes the students' study of Checkpoint A objectives. The New York State Learning Standards identify two standards for Language Other Than English: Students will be able to use a language other than English for communication and they will develop cross-cultural skills and understandings. In this course, students strive to meet these objectives using the four skills: listening, speaking, reading and writing. They will be able to comprehend language consisting of simple vocabulary and structures. In speaking, they will call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning and use appropriate strategies to initiate and engage in simple conversations based on the various topics in the curriculum. They will be able to read and understand the main idea and some details of simple informative materials written for native speakers and will compose short informal notes and messages to exchange information. These skills will be assessed at the termination of this course by a locally developed proficiency examination in French, Italian, Mandarin Chinese or Spanish. Passing this examination grants one unit of foreign language credit which fulfills the high school graduation requirement for the lower level Regents Diploma. <b>Future Grade Nine Honors Placement:</b> Students are to maintain a ninety or above in Language 8, in all quarters, and on the locally developed proficiency examination. Outstanding listening, speaking, writing, and reading skills and teacher recommendation are also considerations.</p>
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## World Languages



\* Students who do not meet Checkpoint A at the middle school level or new entrants to the district who have not studied a language other than English.

\*\*Students can take this course as an Elective- IN ADDITION to their regular World Language class.

\*\*\*Students take the FLACS Checkpoint B Examination.