

# Galway Junior High School Handbook



## **Welcome to Galway Junior High School!**

We are very excited to get to know you and your parents as you embark on this new chapter in your educational career. With this change, come many new challenges along the way. We feel that elementary school has given you the academic tools that you will need in order to be successful in Junior High School.

As you move on to the 6th, 7th and 8th grade, here are a few tips for you to remember:

- Come to school every day
- Set challenging goals for yourself
- Stay organized
- Complete your homework and turn it in on time
- Stay for extra help when needed or 9th period
- Don't be afraid to ask questions when you don't understand a concept or directions
- Be respectful to every student, teacher and staff member
- Have a positive attitude!

At the end of 8th grade, you will be prepared to make the transition to High School with all of the knowledge, skills and habits necessary to be successful in your endeavor. Best of luck to you this school year!

Respectfully,

Michael R. Miller  
Junior/Senior High School Principal

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## **Junior High Faculty & Staff**

**Administration:** Michael R. Miller Jr/Sr High School Principal  
 Mark Foti/Interim Dean of Students  
 Michael Glenn/Athletic Director  
 Jennifer Hall, Pupil Services Director

**Counseling Services:** Shannon Britten, 6-8 School Counselor  
 Christine Bornt, K-12 Social Worker  
 Amanda Root & Elise Zigrosser K-12 School Psychologists  
 Leah Acevedo Prevention Counselor

**Administrative Assistants:** Mary Henry & Carol Burdick, Jr./Sr. High School Secretaries  
 Barb Hartz, Pupil Services Secretary  
 Camilla Colangelo, Secretary to the Athletic Director

**Nurse/Attendance:** Susan Horne, 6-12

### **Junior High Faculty:**

<b>Subject</b>	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
English	Mr. Schaperjahn	Mrs. Decker	Mr. Linck
ELA Lab	Mrs. Pelton	Mrs. Pelton	Mrs. Pelton
Math	Mrs. Barr	Mrs. Silsby	Mrs. Prehn/Mr.Diamond
Math Lab	Mrs. Houle	Mrs. Houle	Mrs. Houle
Science	Mrs. Gload	Mrs. Flinton/Mrs. Clay	Mrs. Clay/Mrs. Clark
Social Studies	Mr. Nettleton	Mrs. Deluca	Mr. Kirvin
Special Education	Ms. Neahr	Mrs. Bowers	Mrs. Brewster
Spanish	Mr. Jenson	Mr. Jenson	Mrs. Peconie
Home & Careers	Mrs. Kinne	Mrs. Kinne	Mrs. Kinne
Health	-----	Mrs. Gerber	Mrs. Gerber
Technology	Mrs. Rodrigue	Mr. Glenn	Mrs. Levine
Art	Mrs. David	Mrs. David	Mrs. David
Phys. Ed.	Coach Canell/Coach D'Alessandro	Coach Hayden/Coach McAlonen	Coach Hayden/Coach McAlonen
General Music	Barrow/Booth	Barrow Booth	Barrow Booth
Band	Mr. Barrow	Mr. Barrow	Mr. Barrow

Chorus	Ms. Booth	Ms. Booth	Ms. Booth
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## Junior High School Requirements

The following courses are NYS requirements to be completed by the end of 8th grade:

English/Language Arts: 2 units

Social Studies: 2 units

Mathematics: 2 units

Science: 2 units

CTE (*Career & Tech. Ed*) 1  $\frac{3}{4}$  unit

Health:  $\frac{1}{2}$  unit

Arts  $\frac{1}{2}$  unit

Music  $\frac{1}{2}$  unit

Physical Education: Every other day each year

Library and Information Skills: equivalent of 1 period per week

World Languages (Spanish) Completed by grade 8

## Student Schedules

Student Schedules get mailed out in the middle of August prior to the start of the school year. There will be a Junior High Orientation the last week in August for students to practice walking through their schedules and try out their lockers.

*Example of 6th grade schedule*

*Example of a 7th grade schedule*

### Semester: Fall

	A	B
Period 01 Time 7:55 - 8:43	Physical Education 6 D'Alessand(GYM)	Grade 6 Band Barrow(308)
Period 02 Time 8:46 - 9:27	Math 6 Barr(E106)	Math 6 Barr(E106)
Period 03 Time 9:30 - 10:11	English 6 Schaperjah(805)	English 6 Schaperjah(805)
Period 04 Time 10:14 - 10:55	Spanish 6 Jensen(906)	Home & Careers 6 Kinne(708)
Period LCH A Time 10:56 - 11:26	A - Lunch (NONE)	A - Lunch (NONE)
Period 05-JH Time 11:30 - 12:10	Social Studies 6 Nettleton(804)	Social Studies 6 Nettleton(804)
Period 06-JH Time 12:14 - 12:54	Science 6 Gload(803)	Science 6 Gload(803)
Period 07 Time 12:58 - 1:38	Learning Lab Barr(E106)	Learning Lab Barr(E106)
Period 08 Time 1:42 - 2:22	Reading 6 Barr(E106)	Reading 6 Barr(E106)

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### Semester: Fall

	A	B
Period 01 Time 7:55 - 8:43	Spanish 7 Jensen(906)	Spanish 7 Jensen(906)
Period 02 Time 8:46 - 9:27	ELA Lab 7 Pelton(901)	Math Lab 7 Houle(902)
Period 03 Time 9:30 - 10:11	Math 7 Silsby-Rei(902)	Math 7 Silsby-Rei(902)
Period 04 Time 10:14 - 10:55	Social Studies 7 Deluca(905)	Social Studies 7 Deluca(905)
Period LCH A Time 10:56 - 11:26	A - Lunch (NONE)	A - Lunch (NONE)
Period 05-JH Time 11:30 - 12:10	Art 7 David(702)	Health 7 Gerber(415)
Period 06-JH Time 12:14 - 12:54	Science 7 Flinton(900)	Science 7 Flinton(900)
Period 07 Time 12:58 - 1:38	English 7 Decker / B(903)	English 7 Decker / B(903)
Period 08 Time 1:42 - 2:22	Physical Education 7 Hayden(BGYM)	JH Band Barrow(308)

## Example of an 8th grade schedule

### Semester: Fall

	<b>A</b>	<b>B</b>
Period 01 Time 7:55 - 8:43	Health 8 Gerber(415)	Technology 8 Levine(307)
Period 02 Time 8:46 - 9:27	Spanish 8 Peconie(705)	Spanish 8 Peconie(705)
Period 03 Time 9:30 - 10:11	English 8 Linck(604)	English 8 Linck(604)
Period 04 Time 10:14 - 10:55	Physical Education 8 McAlonen(GYM)	Math Lab 8 Prehn(511)
Period LCH A Time 10:56 - 11:26	A - Lunch (NONE)	A - Lunch (NONE)
Period 05-JH Time 11:30 - 12:10	Social Studies 8 Kirvin(606)	Social Studies 8 Kirvin(606)
Period 06-JH Time 12:14 - 12:54	Science 8 Clay(504)	Science 8 Clay(504)
Period 07 Time 12:58 - 1:38	Math 8 Prehn / Br(511)	Math 8 Prehn / Br(511)
Period 08 Time 1:42 - 2:22	ELA Lab 8 Pelton(901)	JH Band Barrow(308)

*\*\*Accelerated Math, Science, Band/Chorus, and students with special needs may have slightly different schedules*

### **Annual Review**

Every year, 6th- 8th grade students will meet with their school counselor at least once a year to discuss the following:

- Interest, skills, strengths
- Goals for the upcoming school year
- Current concerns
- Post-graduation plans
- Career Interests

All 8th grade students will take a Career Interest Inventory in order to begin or further their Career planning process. This will take place in Home & Careers class.. The High School guidance counselor will go into the classrooms in the spring and discuss course selections for 9th grade.

### **Planning for High School**

Students and parents should try to plan, not only for the upcoming school year, but for the years beyond Junior High School. The chart below shows the required courses that a student needs to pass throughout their High School career to earn a Regents or Advanced Regents Diploma.

**Regents Diploma****Advanced Regents Diploma**

Content Area	Credits	Content Area	Credits
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
Foreign Language (LOTE)	1	Foreign Language (LOTE)	3***
Art/Music	1	Art/Music	1
Health	.5	Health	.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
Total:	22.0	Total	22.0

\*\*\*Students Acquiring five (5) units in Art, Music, Business, Technology, or Vocational Education may be exempt from the LOTE requirement for the Advanced Regents

**Accelerated/Advanced Classes**

The goal of Accelerated/Advanced Classes is to provide an enhanced curriculum that interests and challenges your child. The practical result of success in an accelerated/advanced program will be for your child to participate in this specified subject area for subsequent years to come. Accelerated/Advanced classes are weighted more (3%) than regular classes.

**Criteria for placement in Accelerated/Advanced Classes:****7th grade honors classes:****Accelerated Math 7**

- Math Placement Test
- iReady Math Ranking
- iReady Reading Ranking
- 90% or higher average for each quarter for 6th grade math
- Staff Recommendation

**Advanced Science:**

- Science Placement Test
- iReady Math Ranking
- iReady Reading Ranking
- 90% or higher average for each quarter for 6th grade science
- Staff Recommendation
- Complete application and write a brief essay explaining why you are interested in being accepted into this program

**8th grade honors classes:**

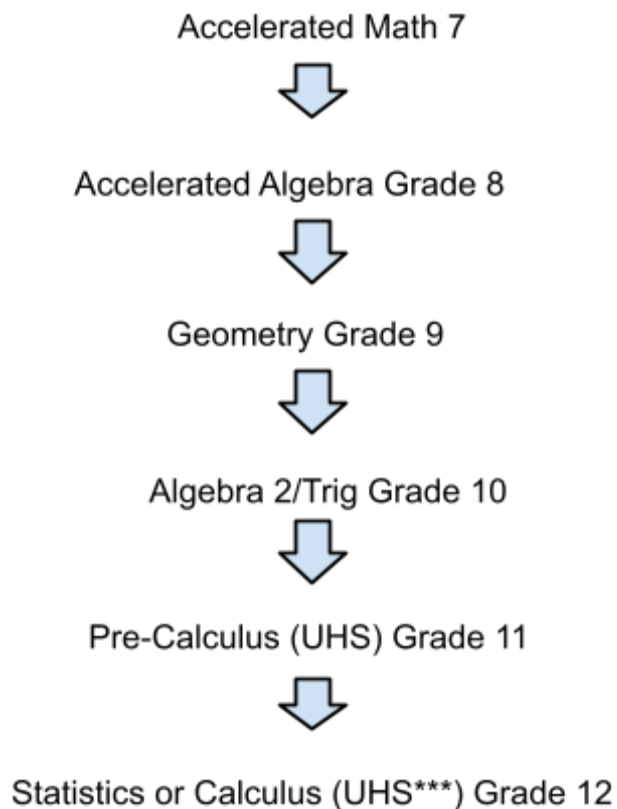
**Accelerated Algebra:**

- Students must have successfully completed Math 7H with a final average of 85 or better and teacher recommendation

**Living Environment:**

- 85 final average for 7th grade Honors Science
- 85 final exam grade for 7th grade Honors Science
- Teacher recommendation

**Accelerated Math Path:**





\*\*University in the High School Class (Students can earn 3 or more college credits)

### **Advanced Science Path:**

- 7th grade: 7th and 8th: Life Science and Physical Science
- 8th grade: Living Environment class and Regents exam
- 9th grade: Earth Science and Regents exam
- 10th grade: Chemistry and Regents exam (if meeting recommended Math requirements)
- 11th grade: Physics and Regents exam
- 12th grade: UHS Chemistry or AP Biology or other elective (UHS/AP classes receive college credit)

### **Report Cards and Interim Reports**

Parents will receive 4 report cards and 4 interim reports. The interim reports are sent home with students at the mid-marking period and are designed to give parents/guardians a general idea of their student's progress. The information listed on the interim report is generalized and sometimes, parents need a more detailed assessment to determine their child's progress. If this is the case, parents may contact specific teachers or set up a parent/teacher conference at a mutually agreed upon time to discuss their child's progress in more detail.

### **Honor Roll**

At the end of each marking period, the Honor Roll will be automatically calculated in SchoolTool. In order to be eligible, the following averages must be achieved:

Academic Scholar: 94.5-100

High Honors: 89.5-94.4

Honor Roll: 84.5-89.4

### **Academic Ineligibility**

Students will be placed on academic ineligibility if they are not passing a class within that **two-week period**. If a student is placed on the Ineligibility List, it does not mean they are failing the class for the entire quarter. Students who are failing two or more subjects during that two week period will not be allowed to attend any extra-curricular activities. Students who are members of a team or group may attend practices, but will not participate in games (please see extracurricular handbook for more details).

### **Incomplete Grades**

Teachers should only place an incomplete on a student's report card in extraordinary circumstances. Extraordinary circumstances will usually be defined as times when a student has missed a significant amount of instructional time due to an illness or other excused absence from school. All incomplete grades will be changed into numeric grades when the student returns to school and/or sufficient work has been collected by and meets the teacher's expectations..

### **Promotion Criteria for Junior High**

The passing standard for Galway Junior High School is 65%. Students who fail to meet the academic expectations in Grades 6, 7 and 8 may be retained in that grade level the following school year. Students who fail (2) or more Core classes (English, Math, Social Studies, Science) will be considered for retention. Administration will review each case on an individual basis after consultation with guidance, teachers, and parents as needed.

### **Parental Involvement**

Parent involvement in school matters is a key factor in ensuring student success. We strongly encourage involvement with your child's education. Parents can help their children by checking SchoolTool on a regular basis, checking their child's agenda daily, ensuring they are attending school on a regular basis, and checking in with teachers as needed.

### **SchoolTool**

The Junior High offers public access for SchoolTool/Parent Portal. This means you will be able to see your child's grades and attendance on a weekly basis. All parents are required to have access to this information. If you are having difficulty, please contact your son/daughter's school counselor.

### **Communication**

The report cards and interim reports should not be the only communication between the parents/guardians and the school district. There are many effective ways for parents to communicate with their student's teachers. Parents/guardians who are unclear of their student's explanation of his/her responsibilities, are encouraged to email or call the teacher. Parents/guardians who need further clarification or detailed updates of their child's progress may call the guidance office to set up a parent/teacher conference. Google classroom is an additional avenue for parents to stay up-to-date on classroom assignments/grade level expectations.

### **Conferences**

Conferences can be scheduled strictly as an informative meeting for teachers, students and parents to work together and set up a plan to help enhance the child's level of success at the junior high level. This is a very effective means of communication between student, parent and teachers.

For the conference to be effective, here are some helpful guidelines to follow:

- 1.) Discuss with your child the goal(s) of the conference.
- 2.) Communicate with the school counselor so everyone knows the objectives and can be well prepared for the conference
- 3.) Plan on having the student attend the conference. Students need to hear the information shared about them so they know and understand the perspectives and goals of everyone involved. They also need to be part of the plan developed by the teachers and parents if they are going to reach their goals.
- 4.) Have all parents/guardians attend the meeting if possible. Parents should share any information with teachers that they feel is relevant to the success and understanding of their child.
- 5.) Plan to follow-up and assess the effectiveness of the plan. Make any necessary adjustments.

### **School Counseling Services**

The purpose of the school counseling program is to assist students as they begin to identify and realize their personal and academic goals. Counseling is provided in individual, small, and large group settings by our district school counselors, social workers and school psychologists. .

Topics may include:

- career/life planning,
- decision making
- academic planning
- social skills
- transitional adjustments as students move from grade to grade
- study skills
- crisis intervention
- peer relations
- anger management
- drug and alcohol awareness/education
- suicide prevention and awareness
- bullying awareness

Our counseling staff consults with parents, teachers, administrators, and outside agencies on a daily basis in order to better meet students' needs.

## CLUBS AND SPORTS

Galway Junior High School students have many opportunities to become involved in extracurricular activities through the school.

**Clubs:** Some clubs are listed below (but can change from year to year)

FFA, Best Buddies, Drama Club, Student Senate, Intramurals, Yearbook, GSA, EMC, Trapshooting, Board game club, Robotics

**Modified Sports Teams:** School sponsored athletics begins in 7th grade

Soccer, Cross Country, Volleyball, Wrestling, Basketball, Baseball, Golf, Softball & Track



## Responsible Thinking Classroom (RTC):

If a disruptive behavior presents itself (calling out, tapping desk, etc), students are asked the following three questions by the teacher:

1. What are you doing?
2. What are you supposed to be doing?
3. What is going to happen if you continue to disrupt?

If the behavior stops, the teacher will move on with the lesson. If the behavior continues, Teacher will respond with: "I see you have made the choice to leave"

- Student is asked to go to the main office to fill out RTC Reflection Sheet
  - The reflection sheet ties utilizes the concepts of RULER throughout
- The student will review completed reflection sheet with the teacher and discuss next steps if the problem happens again

Name: _____		
<b>Cool it Down...Let's take a META-MOMENT &amp; Reflect</b>		
Sometimes our emotions cause us to do things that do not necessarily reflect who we are. For example, a strong feeling of frustration may cause you to become disrespectful towards a peer or teacher. If you are feeling ignored, you may seek attention by acting out in hopes of getting a reaction. This is normal, but we want to make sure our behavior is not interfering with you or anyone else's education. Analyze the choices you made and determine ways to avoid problems in the future. Please understand that I am not judging you; I am rooting for you!		
<b>RULER:</b> Recognize your feelings How did I feel in this situation?  What behavior or choice did I make that is not in line with my best self or the teacher's expectation of me 	<b>RULER:</b> Understanding your Feelings What caused these feelings?  Circle the motivation behind your action (s): *I lost control of my emotions *I wanted attention from my peers or teacher *I wanted to avoid attention from my peers or teacher *Other?	<b>What next?</b> What's an appropriate consequence for my actions? Circle all that apply *Call/email home *Written/verbal apology *Loss of a privilege *Conference with teacher *Discipline referral -Detention -ISS *Meeting with Counselor Why is this an appropriate consequence?
Improvement plan: Next time, visualize your best self before you respond...how might this turn out differently?	What did we miss? Is there anything else we should know about you that will help us understand you better?	
		

The goal of RTC is for students to reflect on how their choices can have an impact on others and

how their choices have consequences.

## **RULER**

**RULER is an evidence-based approach to social and emotional learning (SEL) developed at the Yale Center for Emotional Intelligence. RULER supports entire school communities in:**

- **Understanding the value of emotions**
- **Building the skills of emotional intelligence**
- **Creating and maintaining positive school climates**

**Teachers and students will discuss various RULER concepts through monthly school-wide lessons. For more information see: <https://www.rulerapproach.org/>**

## **Course Offerings at Galway Junior High School:**

### **English Language Arts**

**English 6:** Students will utilize a variety of resources such as *iReady Reading, CommonLit, and Readworks*. Each resource utilizes instructional strategies such as close reading, text-based evidence, building content knowledge and direct instruction. Additionally, writing for a variety of purposes will be emphasized.

**Reading 6:** This is a novel-based course designed to supplement and support the English core class while encouraging a love of reading. The activities incorporated around each novel will build vocabulary, comprehension and writing skills.

**English 7:** Students will develop as readers and writers (and consequently thinkers) as they study poetry, nonfiction, narrative, the conventions of English, and vocabulary. They will write to reflect, express creativity, process information, share outcomes of research and communicate claims effectively. An emphasis is placed on developing good work habits (studying, proofreading, accepting challenges, etc.). Persistence and growth are common topics explored through the different reading assignments.

**ELA Lab 7** is designed to strengthen students' skills in reading comprehension, fluency skills, and word study using resources such as the Ready Workbooks, iReady My Path, IXL, and Words Their Way. Independent and small group instruction is utilized to provide students with multiple pathways to reading growth.

**English 8:** Students will begin the year sparking their critical thinking skills by exploring the systems in the world around us through their reading of *The Giver*. Among many types of writing, they will write relevant and persuasive papers advocating for a system that improves our quality of life. In alignment with the Common Core, there will also be an ongoing emphasis on Informational text through weekly articles. Students will continue to study a variety of short stories, poems, and novels through interdisciplinary units coordinated with the history curriculum, starting with the Civil War all the way to studying our role in the Middle East.

**ELA Lab 8** is designed to strengthen students' skills in reading comprehension, fluency skills, and word study using resources such as the Ready Workbooks, iReady My Path, IXL, and Vocabulary Their Way. Independent and small group instruction is utilized to provide students with multiple pathways to reading growth.

## **Math**

**Math 6:** Students in this course will explore in depth the Next Generation Learning Standards while working on problem solving and application to real life situations. The focus standards are (1) Ratios and Proportional Relationships (2) The Number System (3) Expressions, Equations & Inequalities (4) Geometry (5) Statistics and Probability

**Math 7:** Students in this course will explore in depth the Next Generation Learning Standards while working on problem solving and application to real life situations. Students will have a major focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume (4) drawing inferences about populations based on samples.

**Math 7 Lab** is an extension of class time and coursework that provides students an opportunity to explore more in depth the common core curriculum. Students will have an opportunity to complete hands-on labs that help solidify the concepts, work on numbers sense and fluency as well as have guided practice on math skills.

**Accelerated Math 7:** Students in this course will explore in depth the Next Generation learning standards while working on problem solving and application to real life situations. Students will have a major focus on four critical areas: (1) developing understanding of and

applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two and three-dimensional shapes to solve problems involving area, surface area, and volume (4) drawing inferences about populations based on samples. In addition, they will be presented with 8th grade material that covers rational and irrational numbers, radicals and Pythagorean Theorem, congruence and similarity and volume of cylinders, cones and spheres. Successful completion of the course with an 85 or better average allows students to take HS Algebra Regents Course in 8th grade. There are mandatory prerequisites to be accepted into this Honors Math 7H course.

**Math 8 (Pre-Algebra):** Students in this course will explore in depth the Next Generation Learning Standards while working on problem solving and application to real life situations. Eighth grade math is about (1) formulating and reasoning as it pertains to expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence, understanding and applying the Pythagorean Theorem. A major focus is on linear algebra to ready students for the ninth grade Algebra curriculum. Students will take the NYS Grade 8 Mathematics Computer Based Test in April/May.

**Math 8 Lab** is an extension of class time and coursework that provides students an opportunity to spend more time on skills leading up to the current curriculum and to investigate difficult concepts within the required content. Students may be engaged in completing hands-on labs, working in their Ready workbooks, solving mathematical problems in group format, or using technology in class to help solidify key concepts in the grade level.

**Accelerated Algebra 8:** Students in this course will explore in depth the Next Generation Learning Standards Algebra curriculum while working on problem solving and application to real life situations. This course deepens and extends the understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will engage in methods for analyzing, solving, and using quadratic functions. Students will solve characteristic problems involving geometry of lines, including writing the equation of a line given a point and a slope. Students will add, subtract, multiply, and factor polynomials to create and understand equivalent expressions. Students will take the regents exam in June.

Credits: 1

**Accelerated Algebra Lab 8** is an extension of class time and coursework that provides students an opportunity to explore more in depth the Common Core curriculum. Students will have an opportunity to complete hands-on labs that help solidify the concepts, work on number sense and fluency as well as have guided practice on math skills.

## **Social Studies**

**Social Studies 6:** The sixth-grade social studies curriculum is based on the NYS Social Studies Framework and covers ancient cultures of the eastern hemisphere. Students begin their study of a variety of ancient cultures including the Stone Age, Egypt, Mesopotamia, India, China, Greece, Rome, Arabia, and, if there is time, The Middle Ages. While we study these civilizations, we will also focus on the rise of the world's major religions: Judaism, Hinduism, Buddhism, Christianity and Islam. Our exploration of these activities we will focus on 6 themes: Human-Environment Interactions, Rise of Civilization, Growth and Change in Societies, Development of Political Institutions and Ideas, Belief Systems, Interconnectedness of Societies.

**Social Studies 7** is the first half of a two-year course in United States and New York State History. After a review of Geography and a unit on the United States Constitution, students will explore important historical topics and events that shaped this country from New York's early inhabitants through the pre-Civil War Era.

**Social Studies 8:** Students will study the United States from the Civil War to the present focusing on eras, themes, developments, and turning points. NYS Social Studies curriculum and Common Core Learning Standards guide the historical, geographical, political, economic, and sociological study of our nation and its role in the world.

## **Science**

**Science 6:** Students will begin the year studying scientific method, atoms and matter, and electromagnetism. They will then use this knowledge to more fully understand Earth's processes. We begin by studying the interior of Earth and then spend time studying rocks and minerals and Earth's water supply. We then move into the atmosphere and finish up the year studying the Solar System.

**Science 7:** This is a Life Science course designed to prepare students for both the 8th grade science exam as well as giving them a solid foundation with which to build the Living Environment curriculum on. We cover the Metric System, Science Inquiry, Cells, Human and



Cellular Reproduction, Viruses and Immunity, Genetics, Evolution, Classification, Kingdoms, Ecology, Human Body Systems and Science in Society. This is a very hands-on course and students benefit most from being present in class to perform experiments and see demonstrations. Students will learn the basics of how to write a proper lab report as well as creating several models and posters throughout the year.

**Science 7H & 8:** Students will learn about the concepts of Introductory Chemistry and Physics. Students will explore the properties of matter, atoms and elements, bonding and reactions, forces and motion, and forms of energy. Students will analyze real-world experimental data with graphs, draw conclusions from the information and learn to question the world around them.

**Living Environment-**This NYS Regents course covers basic concepts of biology, scientific inquiry, and laboratory skills. Ecology, evolution, reproduction and development, genetics, cellular biology and basic biochemical processes are some of the topics covered. The laboratory exercises are an integral part of the course. The final is the Living Environment Regents exam.

Credits: 1

**Learning Lab 6:** Students will work on study skills, time management, and organizational skills. This class also gives the student more individualized help in the content areas, as well as RTI support if needed.

## **Foreign Language**

**Spanish 6:** This course is designed to be a first introduction to the very basics of the Spanish language. Students will be introduced to Spanish letter sounds and the basic concept of word gender. Students will learn basic introductions and numbers, and classroom activities will feature common vocabulary that students use in their everyday lives at school and at home.

**Spanish 7:** Students in this course will officially begin the Spanish 1 program. Learning about various cultures in the Spanish-speaking world is an important part of this program. Students will learn vocabulary relating to greetings, numbers, the classroom, adjectives, family, possessive adjectives and school. They will also learn the gender of nouns, indefinite and definite articles, how to conjugate -ar verbs, the verbs ser and tener and adjective agreement. Class is taught mainly in Spanish.

**Spanish 8:** This course is a continuation of the Spanish 1 program that began in 7th grade. Students will continue learning vocabulary, grammar and culture. Students will learn

vocabulary relating to clothing, colors, the weather, the days and months, telling time, the house, furniture, directions and the community. They will also learn how to conjugate -er and -ir verbs, the verb gustar, ir and estar, stem changing verbs and adjective placement. All students will be taking a proficiency exam in June. This exam will be based on the material from their last 2 years. By passing the exam **along with** the course, students will earn the 1 high school credit that is necessary to graduate.

## Technology 6-8

### **STEM 6:**

In 6th grade STEM class, students will learn about STEM careers and STEM innovators. STEM class will introduce students to coding concepts and robotics using Scratch coding and Sphero. Students will use the Engineer Design Process to collaborate, problem solve, as well as build and test prototypes. Students will learn how to create digital comic strips and Google presentations.

**Technology 7 & 8 (PLTW Gateway):** Through topics like robotics, computer aided design, and DNA and Crime Scene Analysis, students will find their natural curiosity and imagination engaged in creative problem solving. PLTW's Gateway Program is a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world problems like cleaning oil spills and designing sustainable housing solutions. Using the same advanced software and tools as the world's leading companies, students see the application of math, science, technology, and engineering to their everyday lives.

## Music

**General Music 6:** This course is typically geared towards students who are not in 6th Grade Band or Chorus. State Music Standards are met through a variety of musical experiences...music theory (how music is constructed, how to read music), music history, performance (bucket drums, recorders, keyboards, boomwhackers), creating (composing music, improvisation), listening to and analyzing music, etc.

**6th Grade Band:** This performance-based class consists of students in grades 6; the majority of whom have had previous experience in the Beginning Band Program. Students must play a brass, woodwind, or percussion instrument; such as flute, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, or snare drum. In addition to rehearsing every other day (during the standard 8-period day), each student is provided with a weekly small group

lesson. (This small group lesson is where playing technique and music reading is learned and refined.) The 6th Grade Band typically performs two or three concerts per year. Students are expected to achieve high standards of musicianship and scholarship, and are encouraged to remain in the band throughout Jr. and Sr. High School.

**7/8 Junior High Band:** This performance-based class consists of students in grades 7 & 8; the majority of whom have had two years experience in the 5th & 6th Grade Band Programs. Students must play a brass, woodwind, or percussion instrument (see the 6th Grade Band section for examples of these instruments). In addition to rehearsing every other day (during the standard 8-period day), each student is provided with a weekly small group lesson. (This small group lesson is where playing technique and music reading is refined and advanced.) The Jr. High Band typically performs three or four concerts per year. Students are expected to achieve high standards of musicianship and scholarship, and are encouraged to remain in the band throughout Jr. and Sr. High School.

**Chorus 6:** This is a performance-based ensemble in which students rehearse and prepare for two annual concerts. In addition, healthy singing techniques are explored. There is a focus on proper breathing, posture, and vocal tone. Students will also develop their music reading skills, and are expected to complete sight-singing exercises in every class.

**Junior High Chorus (7-8):** This is a performance-based ensemble in which students rehearse and prepare for two annual concerts. In addition, healthy singing techniques are explored. There is a focus on proper breathing, posture, and vocal tone. Students will also develop their music reading skills, and are expected to complete sight-singing exercises in every class.

## **Health**

**Health 7 & 8** is a New York State requirement that students complete an equivalent of 20 weeks of Health Education during Middle School. The focus of this course is to equip them with the knowledge and skills that will enable them to pursue healthy lifestyles and be competent at making decisions that will enhance their lifestyle. Topics covered are skills based: Self-management, relationship management, stress management, communication, planning and goal setting, decision making and advocacy. Within the skills functional knowledge (scientifically research-based health knowledge that is essential information for young people to know and be able to use within the context of the Health Education Skills in order to be safe, healthy, and achieve academically) will be incorporated. The functional knowledge covered will be physical activity and nutrition, HIV/AIDS, family-life/sexual health,

body systems, tobacco/alcohol and other drugs, unintended injury, and violence prevention.

## **Home & Careers 6-8:**

**Home and Careers** is designed to help middle level students live in a society that is forever changing and to improve their quality of life by preparing them to meet their present and future responsibilities. Communication, leadership, management, and thinking are taught within the content topics: study skills, career planning/research, sewing (drawstring backpack), consumer resource management, financial management, human development, interpersonal relationships, nutrition and wellness, and personal environment management.

## **Art 6-8**

**Art 6:** In Art 6 we take on art media that are unfamiliar to many students, including abstract collage, paper engineering, cord braiding, pattern-making, paper decoration, and printmaking. We get our fingers and hands into clay to start to develop our skills in hand-building beautiful, functional forms. We experiment with artistic choice and practice basic skills along the way: observing, translating observations into art, measuring, cutting, gluing, planning, and envisioning. We learn that art-making can mean much more than drawing.

**Art 7:** In Art 7 we continue the exploration we began in Art 6, learning how to create with more art media. We work with a different printmaking process; create our own typeface; take a deep dive into color and paint mixing, creating a set of beautiful contrasting painted paper collages; make artist trading cards, and refine our clay skills through making low-relief tiles. Along the way, we explore choice and ideas in art, developing our abilities to creatively problem solve and to understand art as an essential facet of human expression.

**Art 8:** While most of Art 8 is learning how to use new materials, developing and refining previous art process knowledge, and creating new artworks, experiencing and interpreting art is also necessary for a well-rounded artistic education. The NYS visual arts standards focus on four artistic processes: creating, presenting, responding to, and connecting with artwork. Through investigating aspects of these processes, this class broadens students' artistic literacy overall and develops skills that can be transferred to other areas of life. We strive to keep Art 8 engaging and fun, with numerous projects that encourage personal expression, skills growth, and exploration of new media, including neurographic art, self-portraiture, collagraphy, and sculpting in clay.

## Physical Education 6-8

**Physical Education** incorporates team sports, individual sports, fitness and strength training and safe and responsible behaviors. Physical Education also promotes an appreciation of the rules and etiquette that games are played with.

Students will be participating in different skill units over the course of the semester. At the culmination of the unit, they will be given a written and/or a skill test that assesses knowledge and understanding of terminology, rules, scoring, history and skill in their particular skill unit. Study guides for tests can be found online on the teacher's pages.

Students will also participate in the FitnessGram assessment to gain a better understanding of their own health-related fitness. This will allow teachers to be better equipped to meet student fitness needs and teach healthy habits and goal-setting that will last well into the future.