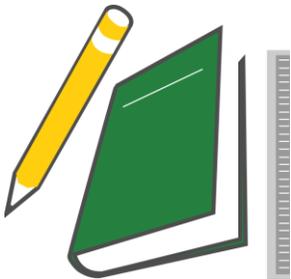


**SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT**

**2016 - 2017**

**7<sup>th</sup> and 8<sup>th</sup> Grade  
Course Catalog**



**Elmont Memorial  
Floral Park Memorial  
H. Frank Carey  
New Hyde Park Memorial  
Sewanhaka**



**A National District of Excellence**



**[www.sewanhaka.k12.ny.us](http://www.sewanhaka.k12.ny.us)**

**The availability of courses listed in this catalog is subject to change, pending the State Aid allocated to the District for the 2016-2017 school year by the State Education Department.**

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February 2016

Dear Student:

While attending middle school, each of you makes important choices about which courses to take. The courses you choose, as well as those you are required to take, will provide you with the knowledge and skills you need to succeed both now in middle school and later in high school.

This course catalog provides a description of each of the middle school courses we offer. While it is an important tool, your guidance counselor is the most valuable resource available to you and your parents. Be sure to take advantage of his or her help as you develop your schedule for the upcoming year.

When planning this schedule, also keep in mind that becoming involved in school activities, clubs and athletics will provide you with learning opportunities that you won't have in your classes. You may decide to participate in community service projects or volunteer work, as well. Learning to cooperate with and assist others is an important part of your education.

I hope that you will enjoy your experiences in your classes, activities, clubs and teams. Most of all, I want you to set high goals for yourself and work hard to achieve these goals. Your middle school years will pass quickly and I hope you'll find them to be ones that you look back on with pride.

Good luck with your planning for next year!

Sincerely yours,

A handwritten signature in cursive script that reads "Ralph P. Ferrie".

Ralph P. Ferrie, Ed.D.  
Superintendent of Schools

## The Middle School Experience

The Sewanhaka Central High School District (SCHSD) is committed to providing a nurturing yet challenging educational environment for students' academic, personal, and social success. Our faculty is made up of many dedicated professionals who strive to facilitate meaningful learning experiences for all of our students. The middle school experience is unique and our students will encounter rapid changes physically, emotionally, socially and intellectually. Through a continued partnership between home, school, and community, the SCHSD will strive to provide all of our students with a successful transition from elementary to middle school, as well as from middle school to high school. This course catalog is a valuable resource, distributed and shared in an effort to enhance parents' and students' knowledge about course requirements and mandated standardized tests during the 7<sup>th</sup> and 8<sup>th</sup> grade school years.

It is also important that students become involved in additional experiences that develop interpersonal skills and career interests. School club activities, community service and volunteer work, participation in the arts and athletics offer opportunities for learning to lead and follow, to collaborate and cooperate, and to work toward individual and shared goals.

## The School Counselor

Every student in the 7<sup>th</sup> and 8<sup>th</sup> grade has a school counselor prepared to extend his or her knowledge and expertise in assisting students to understand the course requirements as well as to encourage and support student success and achievement. They are knowledgeable in graduation requirements and are available to assist students and parents, as together you begin to navigate the importance of a middle school education.

Seventh grade students are invited to meet with their school counselors during the first two months of school. Meetings take place in small groups so that students can be introduced to other students in the 7<sup>th</sup> grade.

Parents and students participate annually in review conferences, grade level meetings or any other combination of activities with school counselors. You can take advantage of this opportunity to learn more about the rigorous shift in state education requirements as well as the middle school assessment exams required each year. At the same time, school counselors can assist in answering questions about school activities, athletics, clubs, honor roll, and the college application process. The Sewanhaka Central High School District strongly encourages students' participation in extracurricular activities. This participation adds another dimension to the middle school experience. It also provides an opportunity to students to learn the skills and competencies which will help students compete in college, careers and life in general.

## Teaming

Interdisciplinary teams exist in both 7<sup>th</sup> and 8<sup>th</sup> grade at all five schools within the Sewanhaka Central High School District (SCHSD). Teams consist of generally 4-6 teachers from the core academic subjects that work with a smaller portion of the grade level. Teams have a common planning time every other day to facilitate this work. Teams provide a collaborative community structure which supports the work of students, teachers and parents. Teachers develop common expectations, strategies, instructional approaches, and calendars. They build stronger relationships with students as teachers have a smaller case load to work with. Students build stronger peer relationships through team activities. Parents have a natural venue for communicating with a group of their child's teachers at once. Decades of research have shown that teaming is a foundational support through the transition from elementary to secondary schooling.

## School-wide Enrichment Model (SEM)

The SCHSD is partnering with the Neag Center for the Gifted Education and Talent Development at the University of Connecticut to develop and implement the School-wide Enrichment Model (SEM) at the middle school level in all five schools. A District Leadership Team has been established and trained in the foundations of the SEM model. These representatives are working with building administration and faculty to develop the structure and practices of SEM that are custom tailored to capitalize on the unique talents of both faculty and students within each school. SEM activities are being focused on supporting students in Integrated Advanced classes, and through after school Talented and Gifted opportunities, open to all interested and motivated students.

# NYS Assessment Schedule

English Language Arts (ELA) Assessment (for 7 <sup>th</sup> & 8 <sup>th</sup> grade students)	March 28 – 30, 2016
Mathematics Assessment (for 7 <sup>th</sup> & 8 <sup>th</sup> grade students not taking Algebra 8 Advanced)	May 2 – 4, 2016
Science Performance Test (for Science 8 students only)	TBD between May 24 and June 2
Science Written Assessment (for Science 8 students only)	June 5
Algebra Regents (for students taking Algebra 8A)	TBD
Living Environment Regents (for students taking Living Environment 8A)	TBD

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## Program of Studies

In grades 7 and 8, the curriculum is designed to further those learning skills developed by the elementary school and to provide students with background knowledge skills for later educational and career possibilities. It includes the four traditional areas of English, social studies, mathematics and science, plus courses in world language, music, physical education, art, technology, home and career skills, internet skills and, health education.

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## Criteria for the Assignment of Students to Advanced Math and Science Classes in 8<sup>th</sup> Grade

In order to give recognition to the individual differences that exist among students, and in order to facilitate the adaptation of a program of instruction to the needs of students, the following plan, according to Board of Education Policy 5121 will be used to recommend students to advanced classes. Students must meet two of the three criteria:

- Consistent classroom achievement with grade equivalent of 85 or better
- Teacher recommendation
- Student interest

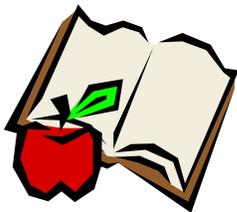


## ART

**Art 8** – Art plays a vital role in the school curriculum. The creative process can be applied to all areas of learning and is central to the development and well-being of every child. Art education in the 8<sup>th</sup> grade can make a unique contribution in students’ lives. This course will guide them in an appreciation of art history, as well as contemporary art, and lead to the development of their ability to critique works of art with sensitivity and understanding. This semester course introduces students to the concepts of space, structure, movement, color, and light explored through a wide range of visual art experiences in drawing, painting, print making, crafts, sculpture, and electronic media.

## ENL

**English as a New Language (ENL)** – The English as a New Language classes are designed to help students whose first language is other than English. Students are exposed to various literary genres and are introduced to the tools necessary to prepare them to take the English Language Arts assessment. A great emphasis is placed on the students’ necessity to acquire, utilize and interact with the English language and all of its components. A student’s level is determined by the NYSESLAT (New York Statement English as a Second Language Assessment Test) given each spring.



## ENGLISH

**English 7 Integrated Advanced** – The English 7 Integrated Advanced curriculum is designed to provide students with opportunities to address skills pertinent to reading, writing, listening and speaking, language and literacy and to meet the demands of the Common Core Standards. Emphasis is placed on developing meaning through author's purpose and literary devices, as well as learning to read complex texts independently. Students will read short stories, novels, poems,

plays, myths, legends and non-fiction selections with an emphasis on such skills as inferencing, locating the main idea, sequencing, and comparing and contrasting. Students will write in the descriptive, narrative, expository, and persuasive modes with a primary focus on creating claims that are evidence based. Students will also begin the research process, which will focus on the foundations of writing a research paper and gathering evidence to produce an authentic argument based text. Enrichment and academic intervention services will be provided by the classroom teacher within the course as needed. This course meets daily with a double period every other day.

**English 8 Integrated Advanced** - The English 8 Integrated Advanced curriculum is designed to provide students with the opportunities to address the skills pertinent to reading, writing, listening, speaking, language and literacy. The instruction embedded in this course meet the demands and the rigors of the Common Core Standards. Emphasis will be placed on continuing to develop meaning through author’s purpose and rhetorical techniques, as well as learning how to read complex texts independently and writing about texts analytically. Students will read short stories, novels, poems, plays, myths, legends, and non-fiction selections. Students will continue to write in the descriptive, narrative, expository and persuasive modes with a primary focus on voice and style. Students will continue the research process with a primary focus on developing a thesis statement that is arguable. This course is designed to assist students in the transition from a middle school environment to a high school environment. This course meets daily.

**English Enrichment 8** – This academic intervention course shadows topics covered in students’ English 8 course and is designed to reinforce regular instruction. This course also provides additional reading comprehension support to enhance those skills needed to attain success in high school. The English Enrichment 8 course is aligned with the Common Core State Standards to offer more exposure to the skills embedded into the Common Core curriculum. Teacher recommendation and state assessment scores are used to identify students for this course. This class meets on alternating days.

**English 7/Enrichment 180 & English 8/Enrichment 180** – This course provides students whose reading achievement is below the proficient level with intensive reading intervention. Adaptive and instructional software, high-interest literature and direct instruction provide students with a diversity of learning experiences in each class. The Read 180 program is aligned with the Common Core State Standards and will provide academic intervention services to prepare students for the ELA state assessments. This class meets for two periods each day.



## FAMILY & CONSUMER SCIENCES

**Home and Career Skills 7** – The curriculum focuses on goals, resources, interests, values, skills, character development and how they influence decision making and problem solving. Students will explore some of the demands that society and the world of work will place on them as wage earners and citizens. Special activities and attention will be placed on the use of information and technology safety at home and in the workplace. Upon completion, students will know how to apply the life skills necessary for successful living and employment in a technologically advanced society.



## MATHEMATICS

**Prealgebra 7** - This course is designed to help students understand the concepts of and become proficient with the following skills of mathematics: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Enrichment and academic intervention services will be provided by the classroom teacher within the course as needed. This course is aligned to the Common Core State Standards. This course meets daily with a double period every other day.

### **Math 8**

This course is designed for students to understand and become proficient with the following skills of mathematics: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**Algebra Common Core 8 Advanced** - This is the first mathematics course for which students can receive one high school credit upon successful completion of the course and the Algebra I Common Core Regents Examination. The critical units deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course differs from high school Common Core Algebra in that it also contains a significant amount of content from 8th grade under the Common Core Standards. This additional content when compared to the high school course demands a faster pace for instruction and learning. This rigorous course also mandates the use of a graphing calculator.

**Math 8 Lab** – This academic intervention course shadows topics covered in Math 8 and is designed to reinforce instruction and provide additional support. This class meets on alternating days. Placement in this course will be determined by teacher recommendation and state assessment results.

All students in Prealgebra 7 and Math 8 will take the New York State Mathematics Assessments. Classroom examinations and state assessments will measure conceptual understanding, procedural fluency, and problem solving. Students in Algebra Common Core 8A will only take the Algebra Regents exam.



## MUSIC

Music knowledge and appreciation is integral to the total development of 7<sup>th</sup> and 8<sup>th</sup> grade students. All students in Grade 7 take a ½ unit of music every other day. Students can choose to take a music ensemble daily in Grade 8. Students who are recommended for band and orchestra will receive small group lessons to improve their musical skills.

*Note – All students who take part in a music course that includes a public performance or activity must take part in that performance or receive a failing grade in the course for that marking period.*

**\*Course Offerings:**

- General Music 7
- Chorus 7 & 8
- Band 7 & 8
- Orchestra 7 & 8
- Chorus Jr. High
- Band Jr. High
- Orchestra Jr. High

**\*Extra Curricular Activities:**

- Jr. High Jazz/Stage Band
- Jr. High Select Choir
- Jr. High Musical

\*Not all courses or activities may be offered every year in all five schools.



## PHYSICAL EDUCATION

**Physical Education** is an integral part of the total educational growth and development process of each student. Activities are intended to promote concepts of cooperation, leadership, teamwork, self control and fair play. Sample units covered may include football, field hockey, soccer, tennis, volleyball, basketball, lacrosse, softball and badminton. This class meets on alternating days in both 7<sup>th</sup> and 8<sup>th</sup> grade.

**Health 7** – The curriculum is comprehensive in nature and attempts to help students become more proactive in their decision making process, enabling them to live in a safer and healthier environment. Topics include mental and emotional health, nutritional needs, fitness, personal care, violence prevention, first aid, communicable and non-communicable diseases, drugs, alcohol, and tobacco.



## SCIENCE

**Science 7 Integrated Advanced** – This Integrated Advanced course encompasses topics such as diversity amongst living things, interactions of organisms within their environment, basic principles of chemistry and matter, botany and human systems. Students will perform hands on experiments using lab equipment such as the microscope.

**Science 8** – Students in Science 8 experience a range of physical science topics. Lab activities address measurement and properties of matter. Students learn principles of chemistry, physics, and earth science. Lab work includes graphing and analysis and math application. All students will take the New York State Intermediate Science Assessment. The assessment includes written and laboratory components.

**Living Environment Advanced (8<sup>th</sup> grade):** 1 year/ 1 credit (w)

Based on the New York State Regents Living Environment Curriculum, this course is offered to students who have shown outstanding achievement in Science 7 Integrated Advanced. Topics of study include: The Study of Life, Maintenance in Plants and Animals Reproduction and Development, Genetics, Evolution and Ecology. Extended areas of study include: Biochemistry, Human Physiology, and Modern Theories of Evolution. Students meet six times in a four-day cycle. A portfolio of successfully completed and documented laboratory reports representing 1200 minutes of hands-on (not simulated) laboratory experience is required before students take the June New York State Regents Examination, which is the final examination for this course. This course is a hands-on, experiential course. Students learn to identify problems while developing hypotheses and planning and carrying out experiments. Students learn to become careful observers, effective communicators and critical thinkers.



## SOCIAL STUDIES

**Social Studies 7 Integrated Advanced** – Social Studies 7 Integrated Advanced begins a two-year sequence in American History. The focus is on social, political and economic trends in United States history as well as New York State history. Topics include, Global Heritage of the American People Prior to 1500, European Exploration and Colonization of the Americas, Building a New Nation, Experiments in Government, and Life in the New Nation. The year concludes with a unit on Reconstruction. Emphasis is placed upon examining and analyzing historical documents, constructed response questions, thematic and document-based essays. All students are expected to answer highly analytical questions and work independently. This course cumulates in a District Final Exam.

**Social Studies 8 Integrated Advanced** – Social Studies 8 Integrated Advanced is the second part of the Middle School two-year sequence. The focus is on social, political, and economic trends in United States and New York History from the Civil War Era to Present Day. Emphasis is placed upon examining and analyzing historical documents, constructed response questions, thematic and document-based essays. All students are expected to answer highly analytical questions and work independently. This course cumulates in a District Final Exam.



## SPECIAL EDUCATION

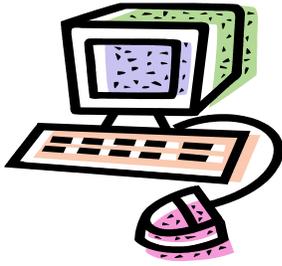
The Special Education programs provide instruction and support to students with special learning needs who have been identified by the district's Committee on Special Education (CSE). Students pursue courses of study with equivalent curricula to those offered in the general education program.

**Resource Room** – The resource room program offers differentiated instruction and support to students who are otherwise fully mainstreamed. The classroom teacher provides assistance in academic skills and teaches compensatory strategies that will assist students in overcoming their disabilities. Progress is monitored on an on going basis. Resource room services are usually offered one period a day within small groups.

**Co-Teach** – The Sewanhaka Central High School District provides integrated co-teaching services in English and math as part of its continuum of services for special education students. Integrated co-teaching services means the provision of specialized academic instruction to meet the needs of the students with disabilities within the general education class. Two certified teachers will teach the class. All children are NYS assessed and curriculum is identical to those classes not co-taught.

**Special Education Classes** – This program provides grade level special education instruction to students in the major curricular areas of English, math, science, and social studies. While great emphasis is placed on differentiation and mastery of basic skills, the course content of each special education class is equivalent to courses in the general education program.





## TECHNOLOGY/BUSINESS

**Computer Essentials/Internet 8** – Students will learn touch-typing keyboarding skills using intermediate and advanced features of Microsoft Word. Students will produce business letters, memoranda, tables, rough drafts, reports, proofreading projects, and will review language rules governing the use of punctuation, plurals and sentence structure. Formatting techniques presented will include search and replace, copy and move, headers and footers, mail merge, columns and tables. Students will also be exposed to other programs in the Microsoft Office Suite. This course is only offered in certain schools based on enrollment.

Internet-related topics have been integrated into the curriculum to alert and inform the students of current, relevant, and significant issue including Internet Safety, cyberbullying, cyberstalking, identity theft, “netiquette” and digital citizenship.

**Technology 8** – Technology education is an exploratory program of instruction in resources, systems, and impacts of technology that is facilitated through the use of laboratory-based, hands-on learning activities. Students study the major technological systems of the world and address ways in which they can reduce and control the negative impacts to society. In addition, students are also exposed to emerging technologies. The course has been designed to meet the needs of all academic levels and may include topics such as the seven resources of technology, designing graphic solutions, structures, bridges, hydroelectricity and robotics.



## WORLD LANGUAGES

**World Languages** are offered to students at the middle school level. The goals of world language study are to help students develop functional communication skills in a language other than English and to broaden the students’ understanding of other cultures. Most students in 7<sup>th</sup> grade are enrolled in a world language class on a daily basis and will receive one high school credit upon completion of the two years of study of the same language (at the end of 8<sup>th</sup> grade) along with receiving a passing grade on FLACS Checkpoint A Regional Examination. Those students who did not study a language in 7<sup>th</sup> grade may begin their world language study in 8<sup>th</sup> grade and continue the same language in 9<sup>th</sup> grade in order to receive one high school credit.

**French 1A, Italian 1A, Spanish 1A** - These 7<sup>th</sup> grade world language courses are offered on a daily basis and serve as an introduction to a second language in which students receive instruction in communicative skills of listening, speaking, reading and writing on an introductory level. Seventh grade students will follow the first half of the NYS Languages Other Than English (LOTE) syllabus based on the standards of communication and culture. A district final examination will be administered at the end of the course.

**French 1B, Italian 1B, Spanish 1B** - These 8<sup>th</sup> grade courses are offered on a daily basis for the students who began the study of a second language in 7<sup>th</sup> grade. The New York State Standards of Communication and Culture are the basis for second language acquisition and focus is placed on the second half of the NYS syllabus for Languages Other Than English (LOTE). Students must complete two years of study in the same language, the first in 7<sup>th</sup> grade and the second in 8<sup>th</sup> grade to receive a high school credit, which will be awarded upon the successful completion of both the course work and passing the FLACS Checkpoint A Regional Exam. Students who continue studying world language in high school and who pass the FLACS Checkpoint A/B Regional exams will receive an Advanced Regents Diploma.

**Junior High Italian and Spanish** - These courses are offered to students in the middle school level. The goals of world language study are to help students develop functional communication skills in a language other than English and to broaden the students' understanding of other cultures. These students are enrolled in a world language class on a daily basis and will receive one high school credit upon completion of the two years of study (at the end of 9<sup>th</sup> grade) along with receiving a passing grade on the June District Final Examination. These students did not study a language in 7<sup>th</sup> grade and begin their world language study in 8<sup>th</sup> grade. They will continue to study the same language in 9<sup>th</sup> grade in order to receive one high school credit.

# WORKING TOGETHER FOR SCHOOL SUCCESS

When it comes to working hard in school and earning good grades, it is true that your middle schooler holds the responsibility. However, parents can boost their children's learning by getting involved in their education.

Studies show that parent participation often declines once students move on to middle school. But your child and school still need your support. Here is how you can help:

- **Parent Portal System:** In our continued effort to improve communication between school and parents, we have implemented a web-based communication tool which allows you access to your child's academic and attendance information. The eSchool Portal will provide you with a convenient and secure way to view progress reports, report cards and attendance information. Please refer to your student's building website for specific instructions to register for the Parent Portal.
- Contact your child's teacher and counselor by telephone or email. To email any district employee type: first initial last [name@sewanhaka.k12.ny.us](mailto:name@sewanhaka.k12.ny.us)  
Example: jdoe@sewanhaka.k12.ny.us  
Note: Some teachers have homework posted on the department or teacher website.
- Attend evening Grade Level Parent meetings.
- Attend your child's athletic events and/or extra-curricular activities.
- Join the PTSA and attend their meetings.
- Let your child know that you are interested in what they do on a daily basis. (Post the school calendar on your refrigerator; it is your guide to all school events.)
- Check their homework and provide assistance to them for projects and reports that are due. Quiz them before they take a test.

## Naviance – Family Connection

Family Connection from Naviance is a web-based service designed especially for students and parents.

Family Connection will allow you to:

- **Get involved in the planning and advising process** – Build a resume and manage timelines and deadlines for making decisions about colleges and careers.
- **Research colleges** – Compare GPA, standardized test scores, and other statistics to actual historical data from your school for students who have applied and been admitted in the past.
- **Take a Personality or Career Assessment** – Determine potential areas of study based on current interests and strengths.
- **Stay Informed** – Receive emails about important updates and notifications. Parents, contact your child's counselor to make sure your email address is also inputted into the Family Connection site so you too can receive notifications.

GET INVOLVED!

STAY INVOLVED!

BE INVOLVED!

## CONTACT INFORMATION

### Guidance Chairpersons

<b>Elmont Memorial High School</b> Ms. Caron Cox, Guidance Chairperson	488-9252
<b>Floral Park Memorial High School</b> Dr. Samine Charles – Pierre, Guidance Chairperson	488-9352
<b>H. Frank Carey High School</b> Ms. Danielle Amato, Guidance Chairperson	539-9467
<b>New Hyde Park Memorial High School</b> Ms. Gerri Cookler, Guidance Chairperson	488-9552
<b>Sewanhaka High School</b> Ms. Marilyn Heyward, Guidance Chairperson	488-9652

### Administration

<b>Sewanhaka Central High School District</b> Dr. Cheryl H. Champ, Assistant Superintendent for Curriculum & Instruction	488-9800 ext. 9874
<b>Sewanhaka Central High School District</b> Ms. Regina M. Agrusa, Assistant Superintendent for Pupil Personnel and Special Education Services	488-9851



## Equal Educational Opportunity

Each student will have equal opportunities and will not be excluded from participating in or having access to any course offerings, school services or activities on the basis of color, creed, sex, national origin, religion, age, marital status or handicapping condition. Anyone with a complaint concerning sex discrimination or discrimination on the basis of disability should contact the District's Title IX Compliance Officer, Ms. Regina M. Agrusa at 488-9851. Complaints concerning discrimination on the basis of disability should also be directed to Ms. Regina M. Agrusa at 488-9851.