CURRICULUM GUIDE
Course and Program Descriptions
2017-2018
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INTRODUCTION

This Curriculum Guide is designed to assist you in understanding the sequence of courses in the Middle School and the choices that exist within each department. It provides an overview of each course and a general description of course requirements. We encourage you to sit with your child and read through the course descriptions for the upcoming year, in order to review the course information and requirements. This guide is organized with the intent of presenting all academic options in a format that is clear and concise in order to help you prepare for next year and the challenges ahead. The guidance counselors, administrators, and faculty are all readily available to answer any questions that you may have. Please feel free to contact them for assistance at any time.

Courses, programs, and services in the Middle School are mandated by New York State Education Law and Guidelines. Additional programs, extra-curricular activities and services are in place to fulfill Kings Park Central School District goals and the William T. Rogers Middle School Mission. In addition, course offerings and curricula are generated in accordance with the philosophies of middle level education.

William T. Rogers Middle School follows a block-schedule format. We operate on a four-day rotation. Most classes meet for 80 minutes, every other day. Each student will receive an 80 minute A-Block (“A” for Academic) period every other day. Specials follow their own rotation as explained in this guide.

We appreciate all of the support that we received from the faculty, the parents, and the students in designing this guide for your use. Your feedback remains an integral part in preparing our students for a successful secondary journey! Please feel free to share with us any ways in which we can be more helpful in presenting course information to you and your child.

Welcome to William T. Rogers Middle School!
MISSION STATEMENT

The WTRMS promotes respect, responsibility and the development of unique individuals, academically, socially, and emotionally. We encourage ideas and concerns from all members of our school community, fostering a partnership that will lead to lifelong learning...
MIDDLE SCHOOL SERVICES

GUIDANCE COUNSELORS

Mrs. Jayne Montanus                   Mrs. Stephanie Stewart
Grades 6 – 7 – 8                             Grades 6 – 7 – 8
(A-L)                                                 (M-Z)

Each counselor works with her assigned students individually, in small groups, and in classrooms. The counselor’s primary responsibility is to oversee the academic progress of students. Counselors also help resolve personal problems, provide information and suggest ways to improve study skills and grades, review report cards and progress reports, help students get involved in activities, refer students to other professionals, provide college and career information, contact parents, and meet with parents to work with the team to facilitate students’ progress.

SCHOOL SOCIAL WORKER - Mrs. Lynne Landron
The social worker seeks to enhance students’ functioning and choices academically, socially, and personally through individual and group counseling, crisis intervention, home visits, and parent meetings. The social worker also provides district-wide services to students and help to families, including referrals for treatment interventions outside the school setting.

SCHOOL PSYCHOLOGIST - Dr. Nicole Altstatt
The middle school is assigned one psychologist who has primary responsibility for testing and evaluating students who have educational and emotional needs requiring extra services, as well as providing mandated counseling for special education students. In addition, the psychologist runs counseling groups for students with special needs not requiring testing or evaluation. Finally, the school psychologist provides referrals for treatment outside the school setting.

SCHOOL NURSE – Mrs. Peg Gilmartin
A school nurse is assigned to provide mandated record keeping, health tests, and emergency care for students. The school nurse has the primary responsibility of contacting the parents of students who should be taken home due to chronic or short-term illnesses. The nurse also dispenses any and all required medications for our students. These must be presented to the health office with the appropriate medical documentation.
# Grade Level Basic Course Requirements

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<td><strong>Core Areas:</strong></td>
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<td>80-minutes every other day, all year</td>
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<td>English Language Arts 6</td>
<td>English 7 or 7 Accelerated Math 7 or 7 Accelerated Soc Stud 7 or 7 Accelerated Science 7 or 7 Accelerated</td>
<td>English 8 or English 9H Math 8 or 7 Int Algebra Soc Stud 8 or AP World I Science 8 or Living Environment</td>
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<td>Mathematics 6</td>
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<td><strong>Other Classes</strong></td>
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<td>80 minutes every four days, all year</td>
<td>80 minutes every four days, all year</td>
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<td>Health 6</td>
<td>Project STEM/Humanities 7 Physical Education 7</td>
<td>Project STEM/Humanities 8 Physical Education 8</td>
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<td>Physical Education 6</td>
<td>80-minute period, every other day, for 10 weeks:</td>
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All students are also assigned the following:

- **A-Block** - 80 minutes, every other day with a core subject teacher and **Lunch** – 38 minutes, every day, supervised by Physical Education teacher

Reading/Language Support or Math Support

Support classes with a specialist may occur during a child’s scheduled elective. Enrollment in support classes is based on testing and classroom performance.
ACCELERATED PROGRAM

CRITERIA FOR ADMISSION INTO THE ACCELERATED PROGRAM

For consideration, students must demonstrate the following:

<table>
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<th>Quarterly examination score in top 30% of students</th>
<th>and</th>
<th>An average of 90% or higher each quarter in each sixth-grade core subject</th>
<th>and</th>
<th>Writing sample (Traditionally, the Quarter 2 Soc Studies DBQ score is utilized)</th>
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APPEAL PROCESS
If the student has not met the above criteria, an appeal to the building principal must be made in writing by the first Friday in May. A committee consisting of the building principal, the student’s guidance counselor, and the team teacher(s) will convene to review the appeal.

CRITERIA FOR A STUDENT TO REMAIN IN THE ACCELERATED PROGRAM:
In order to stay in the accelerated program, the student must maintain a grade of 85 in each of the subjects in which he or she has accelerated. Student averages will be examined at the end of each five-week Interim/Grade Reporting Period. If a student has not maintained an 85 average in each of the areas of acceleration, the student will be placed on probation and parents will be notified by the team teacher. Failure to adhere to this criterion would justify a change of academic placement.

The following will be used to assess student performance:

1. **Homework, Written Projects, Science Labs** - Students are expected to complete all assignments on time.
2. **Test or Quizzes** - Students are expected to maintain an overall average of 85 on all tests and quizzes.
3. **Special Reports, Oral Reports, and Science Fair Projects** - All students in the accelerated program are required to complete written and oral reports.
4. **Completion of Missed Assignments** - After an absence, it is the student’s responsibility (on the day he/she returns to school) to contact teachers and make necessary arrangements to make up a test, quiz, or lab. With the exception of
extraordinary circumstances, if an assignment is due on the day that a student is absent, the student is expected to submit the assignment on the day that he or she returns to school.

At the end of each five-week period, each student’s grades are reviewed. For the students not meeting grade expectations for the accelerated program, the following steps may be taken:

1. A student may be placed on probation and his or her progress will be monitored. After a five-week probationary period, there will be an assessment of the student’s record and a review to determine the status of the student.
2. If a student fails to maintain an 85 percent average, the accelerated status may change. This will involve a class change and, in some cases, may involve a team change.

Before entering the accelerated program, a contract must be signed by the parent and student as an indication that the policies of the accelerated program are understood and returned to the Guidance Office in the spring of the sixth grade year.

**C.A.T.S. PROGRAM - Grade 6 Only**

The C.A.T.S. curriculum takes a multi-disciplinary approach to instruction. In the first semester, students explore 21st century themes, such as global awareness and alternative energy, through project-based learning. The second semester is designed so that students may participate in self-selected learning experiences, such as an Independent Research Project and the Rube Goldberg Machine Contest. Throughout the year, the students participate in Math Olympiad.
ACADEMIC ELIGIBILITY POLICY

The Kings Park Central School District Board of Education has adopted a policy establishing minimum standards for students to participate in Extra-Curricular Activities, including Athletics.

The policy states that “academic learning is the first priority for all students in the Kings Park School system”; that “participating in Extra-Curricular Activities is a privilege not a right”; and that “... any participant in Co-Curricular Activities must maintain a minimum level of academic performance.”

The Academic Eligibility Policy is as follows:

1. The academic performance of every student involved in Extra-Curricular Activities will be reviewed at the middle and end of each marking period.

2. Any student, who received two or more comments of “currently failing” or received two or more report card grades below 65, will be placed on Probation for the next five-week period.

3. At the next evaluation time (mid or end of marking period), a student who is still failing two or more subjects will be placed on the Restricted list. Students on restriction may attend practices, meetings, and rehearsals. Restricted students may participate in home games (no away games), provided they present their coach with Extra-Help Attendance Waivers signed by the teachers of courses they are failing. Students on restriction also may not serve as a leader, captain or officer, and may not perform solo or lead parts.

4. At the end of any five-week period, a student who is no longer failing two or more subjects may return to full participation without restriction.

5. A student assigned to probation is permitted to continue to participate in all Extra-Curricular Activities during the period of probation.

6. A student's academic performance in the last five weeks of a school year will determine the eligibility status for the following September. Performance in summer school does not change a student’s September status. Middle School students on the Restricted list at the end of the academic year are moved to the Probation list for the beginning of the next school year.
ART DEPARTMENT

ART 6
This course emphasized the elements, principles, and styles of art. Projects will reflect the elements and principles of design. Completed required projects and an art class sketchbook are means of evaluation. Homework assignments will count as a percentage of the total class average. The course runs alternating days for ten weeks.

ART 7
Art 7 is an in-depth study of the elements, principles, and styles of art. Skills and techniques are further developed as students explore a range of techniques using different media. Evaluation is based on an art notebook, class art sketchbook, and completed exercises and projects. Homework assignments will count as a percentage of the total class average. This course runs every other day for ten weeks.

ACCELERATED ART 7
This course was developed for students exhibiting specialized artistic abilities and who excel in the sixth grade art program. The elements, principles, and styles of art are further emphasized as they relate to sophisticated fine art work. Students must be independent workers and be able to stay on task in order to remain enrolled in class. Homework and class projects will be assigned and evaluated for further recommendation. From this grouping, students are recommended for the eighth-grade accelerated art program, which is Studio Art – the first art course in high school.

ART 8
Art 8 is the culmination of the previous grade levels. Students further illustrate their knowledge and understanding of basic media, skills, and techniques through an in-depth study of art history. Projects will reflect technique and style of studied artists throughout the course. Completed projects, an art notebook, and a class art sketchbook are required for evaluation. The course meets every other day for ten weeks.

STUDIO ART (ACCELERATED - EIGHTH GRADE ONLY) Wt. 1.00
PREREQUISITE –Accelerated Art 7
Studio Art is offered to eighth grade students who took Accelerated Art 7 and met all of the requirements. Students will take this course during their A-Block period for a full year. One High School credit is earned and is applied to their High School or Regents Diploma requirement. All aspects of fine art are developed in detail. Mid-term and final examinations are given. Evaluation is based on weekly sketchbook critique drawings, an art notebook, class projects, and portfolio review. This course is a prerequisite to all art courses on the High School level.
ENGLISH LANGUAGE ARTS AND READING DEPARTMENTS

LANGUAGE ARTS 6
Grade 6 Language Arts is an integrated program in which reading, writing, listening and speaking are taught in a context meaningful to the students. Expeditionary Learning’s ELA Modules provide a basis for instruction and assessment. Literature and nonfiction texts are used as the vehicles for providing instruction and practice in reading, writing, speaking and listening skills. There are quarterly examinations and a final examination. In addition, the Grade 6 New York State ELA Assessment is administered in April.

ENGLISH 7 ACCELERATED
This course is an accelerated English course that combines units of English 7 and 8 that will prepare the student for English 9 in eighth grade. There are quarterly examinations and a final examination in addition to the Grade 7 New York State ELA Assessment students will take in the spring.

ENGLISH 7
This English course is founded on the premise that language should not be separated into its component parts, but is best learned through use in authentic situations which have meaning for the learner. The combined elements of reading, writing, listening and speaking are integral parts of each unit. Texts are used as springboards for discussion and analysis in the areas of literature, vocabulary, and language study. Teachers encourage students to personally connect with the literature to support the students’ understanding of themselves, the world around them and the literature. Students are evaluated on the basis of class participation, projects, homework, essays, unit tests, quarterly examinations and a final examination. The students will also be administered the Grade 7 New York State ELA Assessment in the spring.

ENGLISH 8
The work begun in grade 7 is continued in grade 8 with emphasis again on the improvement of reading, writing, listening and speaking skills. A sense of teamwork is encouraged for the development of interdisciplinary projects during the course of the year. A variety of genres are studied, including works by Shakespeare, and students are prepared in both evidence-based and creative writing. Vocabulary study is also a component of the curriculum. Students are evaluated on the basis of unit examinations, essays, homework, class participation, and projects. There are quarterly examinations and a final examination in addition to the Grade 8 New York State ELA Assessment students will take in the spring.
ENGLISH 9H

PREREQUISITE – English 8

Students in English 9 study literature through a variety of genres. The short story, poem, play, and novel provide the basis for the content of the course. A balanced literacy approach provides the structure for the integration of reading, writing, speaking and listening skills. This course is a Regents preparatory class that meets every other day of the school year. There are quarterly examinations and a final examination in addition to the Grade 8 New York State ELA Assessment students will take in the spring. All students will be expected to complete both analytical papers and one formal research paper on an assigned topic.

READING AND LANGUAGE SUPPORT

This program is designed to provide small-group instruction for students in grades 6, 7, and 8 who have demonstrated a need for assistance in reading and writing. In order to qualify for the program a student progress is measured by multiple data points:

- score at or below the recommended cut score on the NYS Assessment
- receive a score of “urgent intervention” or “intervention” on the STAR exam
- have a recommendation from last year’s ELA teacher
- been in support previously and be recommended to continue
- have below average grades on quarterly/final exams/quarter averages in ELA
- have Reading Support specifically stated in a 504 or IEP Plan

Students designated for the program will meet every other day for 40 minutes in order to strengthen reading, writing, listening, and speaking skills. Skills introduced are beneficial in assisting students in their content area classes and developing crucial lifelong reading and writing habits. Some concepts covered in support class are:

- Comprehension Strategies
- Listening and Note-Taking Skills
- Writing and Editing Skills
- Word Study
- Fluency Practice
- Vocabulary Development
- Genre Study
- Reading Stamina

Students in this class receive interim and report card grade comments from their Reading Support Teacher.

THE ORTON-GILLINGHAM BASED MULTI-SENSORY READING PROGRAM

The Orton-Gillingham Based Multi-Sensory Reading Program is a program designed for students whose struggle to decode words greatly impacts their ability to comprehend. Students meet a minimum of 2-3 times a week for 40 minutes where visual, auditory, and kinesthetic (hands-on) methods are utilized in order to teach them letter-sound association and other aspects of the English language.
HEALTH AND PHYSICAL EDUCATION DEPARTMENTS

HEALTH 6
Health education enables students to maintain and promote health in a continually changing world, through the acquisition of understanding, attitude, and skills. It is a multi-disciplinary subject that draws upon knowledge obtained from the biological, environmental, psychological, social, physical and medical sciences. Health education is organized into nine areas. They include human growth and development, emotional health, nutrition, environmental health, disease and disorders, substance abuse, first-aid Red Cross certification, community health, and healthful lifestyles. The grade is calculated through class work, group activities, projects, research report, and quizzes. The class meets every fourth day all year.

PHYSICAL EDUCATION 6
Each unit is started with basic skill progression. Lead-up activities are designed to promote practice with modified competition. Both team and individual sports, plus fitness activities, are included. Fitness concepts are learned throughout the year. Fitnessgram is used in the fall and the spring as an individualized fitness assessment. Project Adventure activities are designed to encourage mutual respect within a group. The students are graded on skill level, written work, with active participation carrying the highest weight. The course meets every fourth day all year.

PHYSICAL EDUCATION 7
While primary skill progression in both team and individual sports is still followed in the seventh grade, strategies and game competition are added to the picture. Playing the game properly is emphasized over winning. Fitness concepts are learned throughout the year. Fitnessgram is used in the fall and the spring as an individualized fitness assessment. Additional Project Adventure activities are chosen to develop problem-solving strategies, as well as mutual respect within the group. Grading is the same format as in the sixth grade. The course meets every fourth day all year.

PHYSICAL EDUCATION 8
Project Adventure is the primary unit for the eighth grade. The focus of the unit is on problem solving, respect, trust, and group dynamics. The curriculum has been planned to encourage mutual respect within a group. The unit culminates with the climbing elements. The remainder of the eighth grade curriculum continues the skill progression, strategies and game competition started in the seventh grade. Fitness tests are given once a year, and the grading format remains the same. The course meets every fourth day all year.
HOME & CAREERS DEPARTMENT

HOME & CAREERS 6
This course is designed to help students understand the process of consumerism and career planning, as well as explore topics in Social Emotional Literacy (SEL). Students are encouraged to begin career planning in a logical way, recognizing that early decisions are not binding, but do provide direction. Additional topics include money management, the effects of advertising on consumer decision-making, and an introduction to nutrition. Social Emotional Literacy topics allow students to explore social and emotional aspects of their transition to middle school and adolescence. This portion of the course helps students to acquire, practice and effectively apply social emotional knowledge and skills and includes such topics as self-esteem, peer pressure, how to properly handle stress, anger management, conflict resolution, active listening, and how to communicate effectively and appropriately. Students are evaluated on class work and projects and written tests. This class meets for 20 weeks, every other day.

HOME & CAREERS 7
This course is designed to introduce specific topics such as kitchen and food safety, food preparation, and the use of hand sewing techniques while exploring clothing management topics. Additional topics include a more in depth study of nutrition. Students are evaluated on class work, projects, and written tests. This class meets for 10 weeks, every other day.
**LOTE (LANGUAGES OTHER THAN ENGLISH) DEPARTMENT**

*If a student is exempt from taking a LOTE class, he/she will be assigned to a Reading Support class.*

**ITALIAN 7**
Italian 7 is the first course in Italian. It covers the first half of Checkpoint A, incorporating the goals of the N.Y.S. Syllabus and stressing language for communication. Students are required to function in the target language using the four skills of listening, reading, writing and speaking. The topics covered are: personal identification, weather, school, and, family, along with expressing time. Students are required to do various projects, take quarterly exams and a final examination. This course meets every other day, all year.

**ITALIAN I**
Italian 8 is the second course in Italian. It covers the second half of Checkpoint A, incorporating the goals of the New York State syllabus and emphasizing language for communication. Students are required to function in the target language using the four skills of listening, reading, writing and speaking. The topics covered are: house/home, health, food, travel, leisure activities, shopping, professions, and means of transportation. Successful completion of the year, quarterly exams, and an end-of-the-year examination is required for Checkpoint A. The FLACS Checkpoint A exam is administered to grade 8 students.

**SPANISH 7**
Spanish 7 is the first course in Spanish. It covers the first half of Checkpoint A. The course incorporates the goals of the New York State Syllabus and emphasizes language for communication. The course requires the student to correctly function within the foreign language in a variety of situations using the four skills of speaking, listening, reading and writing. The topics covered are personal identification, school, places in the community, leisure time and recreational activities, food and meal taking, and the family. Successful completion of the year, quarterly exams, and an end-of-the-year examination is required. The class meets every other day, all year.

**SPANISH I**
**PREREQUISITE:** Spanish 7
Students continue using Spanish to communicate within given situations. It covers the second half of Checkpoint A. The course continues to follow the goals of the New York State Syllabus using the four skills of speaking, listening, reading and writing. The topics include house and home, pastimes, seasons and weather, planning a party, food and drink, clothing, shopping and travel. The class meets every other day, all year. Successful completion of the year, quarterly exams, and an end-of-the-year examination is required for Checkpoint A. The FLACS Checkpoint A exam is administered to grade 8 students.
MATHEMATICS DEPARTMENT

MATHEMATICS 6
The sixth-grade course is a rigorous program based on the Common Core Standards. The topics include number sense and operations, algebra, geometry, measurement, ratios and proportions, and statistics. The focus of the curriculum is on number sense and operations (i.e. fractions and per cents). Problem solving is incorporated throughout the course. There are quarterly examinations and a final examination. The Grade 6 New York State Math Assessment is administered in the spring. This class meets on alternate days.

MATHEMATICS 7
The seventh grade course is a rigorous program based on the New York State Curriculum. In seventh grade mathematics, students (1) develop an understanding of and apply proportional relationships; (2) develop an understanding of operations with rational numbers and work with expressions and linear equations; (3) solve problems involving scale drawings and informal geometric constructions, and work with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) draw inferences about populations based on samples. The key areas of focus for Grade 7 are: Ratios and proportional reasoning, as well as arithmetic of rational numbers. Students are administered quarterly examinations and a final examination is taken in addition to the Grade 7 New York State Math Assessment in the spring. This class meets on alternate days.

MATHEMATICS 7 ACCELERATED
This course includes the topics in the seventh and eighth grade curricula. This course allows for the completion of the six-year secondary math sequence in five years, thereby allowing students to study calculus or other courses of interest in Grade 12. The demanding nature of the course requires that only students with the strongest math skills, aptitude, and motivation attempt this course. There are quarterly examinations and a final examination, in addition to the Grade 7 New York State Math Assessment, which is administered in the spring. This class meets on alternate days.

MATHEMATICS 8
This course is a rigorous program based on the New York State Curriculum. In eighth grade mathematics, students (1) formulate and engage in reasoning about expressions and equations, including modeling an association in bivariate data with a linear equations, and solving linear equations and systems of linear equations; (2) grasp the concept of a function and use functions to describe quantitative relationships; (3) analyze two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understand and apply the Pythagorean Theorem. The key area of focus for grade 8 is linear algebra. Students take quarterly examinations and a final examination in addition to the Grade 8 New York State Math Assessment, which is administered in the spring. This class meets on alternate days.
ALGEBRA 1 COMMON CORE HONORS
PREREQUISITE: Completion of Math 7 Accelerated course
Algebra 1 is the first mathematics course in high school, and is offered in the middle school to accelerated students. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The course deepens and extends 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. In addition, this course emphasizes the following: seeing structure in expressions, interpreting the structure of expressions, arithmetic with polynomials and rational expressions, performing arithmetic operations on polynomials, creating equations, creating equations that describe numbers or relationships, reasoning with equations and inequalities, understanding and solving equations as a process of reasoning and explaining the reasoning, solving equations and inequalities in one variable, representing and solving equations and inequalities, graphically interpreting functions, understanding the concept of a function and using function notation, interpreting functions that arise in applications in terms of the context, interpreting categorical and quantitative data, and interpreting linear models.

MATH SUPPORT
This program is designed to offer a small-group instruction for students in grades 6, 7, and 8 who have demonstrated a need for assistance with their mathematical skills. Students are chosen for this program based on their New York State Math Assessment from the previous year or if it is specifically stated in a 504 or IEP Plan. The goals for this class are to strengthen students’ mathematical skills. These skills will be beneficial in assisting students in their content area, as well as preparing them for the NYS Math Assessment. This course will be evaluated by maintaining an individual folder for each student which will help to identify specific strengths and/or weaknesses. This class will meet once every four days for 80 minutes or every other day for 40 minutes.
MUSIC DEPARTMENT

Music plays an essential role in the total curriculum of the Kings Park Central School District. It is recognized that music is a major interdisciplinary force between the many learning disciplines and experiences throughout a student’s education. The educational development of a Kings Park student must include a basic awareness, understanding, and appreciation of music. Each student in grades 7 and 8 will be provided with the opportunities to:

1. Explore various kinds of music.
2. Engage in varied musical activities including participation in vocal and instrumental ensembles, awareness of career choices, community involvement.
3. Develop essential musical concepts.
4. Acquire basic and advanced musical skills while developing a positive attitude toward music.
5. Make musical judgments.
6. Be creative.
7. Read music.

As a result of these opportunities, the student will be guided towards aesthetic growth through the development of his/her awareness of the following elements of music: Melody, Harmony, Rhythm, Form, Style, Expression, and Creativity.

GENERAL MUSIC 7
General Music 7 is a ten-week course that meets every other day. This course is designed to strengthen the fundamentals of music, including note reading and notation, rhythm and beat structure, and instrument exploration through hands-on activities.

GENERAL MUSIC 8
General Music 8 is a ten-week course that meets every other day. Students in this course explore various genres of music, including but not limited to Rap, Pop, Hip Hop, and Electronic Music. Students explore various skills in music such as developing lyrics while they examine the influences of current music trends and video in music. These concepts are reinforced through project-based learning that incorporates technology.

PERFORMANCE-BASED MUSIC 7 and 8
Seventh and eighth grade students that are members of our performance groups are enrolled in Performance-Based Music to fulfill their General Music requirement.
BAND/CONCERT CHORUS/CONCERT ORCHESTRA

GRADES 6, 7, AND 8
All students participating in the Band and/or Orchestra program in the middle school must have prior experience on their instrument. Chorus is available to all students; no prior experience is necessary. Ensemble students in grades 7 and 8 are enrolled in Performance Based Music class in order to fulfill their General Music requirement. Each student in the instrumental and vocal program will be provided with the opportunity to:

1. Explore various styles of music.
2. Engage in a wide variety of musical activities.
3. Develop essential musical concepts and performance skills.
4. Be creative!
5. Further develop music reading skills.
6. Learn to properly care for their music or voice.
7. Learn to be an independent and team participant, while interacting as part of an ensemble.

Areas of Musical Development

- Tone Production
- Music Reading and Notation
- Music Interpretation
- Technical Development
  - Articulations
  - Style and Genre
  - Performing Range
    - Scales
    - Intonation
    - Interpretation
  - Basic Music Theory

The areas of development proceed sequentially. Each grade level has appropriate standards of achievement that are aligned with State and National Standards.

Students in performance groups will be guided towards participation in various musical experiences (e.g. ensembles, recitals, community events). Students will also be encouraged to participate in NYSSMA, SCMEA, and/or other selected festivals and competitions when qualified. All students in band, orchestra and chorus receive a grade on their report card, partially based on attendance and attendance at before-school rehearsals.
SCIENCE DEPARTMENT

GRADE 6 GENERAL SCIENCE
This science course builds upon skills learned in fifth grade. Topics to be covered include science skills and processes in the Intermediate Level Science Core Curriculum. Students are exposed to controlled experimentation in the study of energy, motion, weather, rocks and minerals, volcanoes, earthquakes, the earth and celestial phenomena. An end-of-the-year examination is required. Participation in the WTRMS Science Fair may be required. Class meets every other day for the year.

GRADE 7 GENERAL SCIENCE
This life science course builds upon skills learned in the sixth grade. Students will develop their skills of analysis, inquiry and design through active laboratory work. Topics to be covered include The Living Environment as part of the Intermediate Level Science Core Curriculum. Students will study classification of organisms, cell processes, cell reproduction, major human organ systems, heredity, ecology of a community, plant processes, and photosynthesis. Quarterly examinations and an end-of-the-year final examination are required. Class meets every other day for the year.

GRADE 7 ACCELERATED SCIENCE
This course is designed using the Intermediate Level Science Core Curriculum to prepare the students to explain, both accurately and with appropriate depth, the most important ideas about our physical setting and our living environment. Science inquiry will be used in such areas of study as: biology, chemistry, and physics. These topics will further prepare them for their Living Environment Regents Course in the eighth grade. Quarterly examinations and an end of the year final examination are required. Participation in the WTRMS Science Fair is required. Class meets every other day for the year.

GRADE 8 GENERAL SCIENCE
This physical science course builds upon skills learned in seventh grade. Students will continue to develop their ability to explain, analyze and interpret scientific processes included in the physical setting using the Intermediate Level Science Core Curriculum. Students will study the scientific method, force, motion, energy, work, simple machines, states of matter, chemical and physical changes, and density. Quarterly examinations and an end-of-the-year final examination are required. The Intermediate Level Science Assessment is taken in June. The required performance exam is given in May. A significant amount of time is spent in reviewing and preparing for both these exams. Participation in the WTRMS Science Fair may be required. Class meets every other day for the year.
LIVING ENVIRONMENT HONORS
PREREQUISITE: Completion of Science 7 Accelerated Wt. 1.04
Students in this course must have superior performance in successfully completing the seventh grade accelerated program. They will be challenged in their ability to explain, analyze, and evaluate scientific processes. The course includes maintenance of plant and animal life, human organ systems, reproduction and development, genetics, evolution, organic chemistry, ecology, and the impact of humans on the environment. Students must complete 1200 minutes of laboratory time and demonstrate proficiency in 16 laboratory skills. Satisfactory written lab reports must be submitted in order to attain eligibility to take the NYS Regents exam. An independent project is assigned each marking period. Participation in the WTRMS Science Fair and quarterly examinations are required. Students in this course are not administered the Intermediate Level Science Assessment in the spring. The course terminates with the Regents Examination in June.
SOCIAL STUDIES DEPARTMENT

Social Studies: Grade 6 - The Eastern Hemisphere
Based on the New York State Framework for Social Studies, the content in Grade 6 addresses the interdependence of all people, with emphasis on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere. The Grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere. Interpretation of primary source documents and document based essay writing skills will be emphasized. Quarterly exams and a final exam are required.

Social Studies: Grade 7 - United States and New York History, Part I
Based on the New York Framework for Social Studies, the content in Grade 7 focuses on a chronologically organized study of the United States and New York History. Course content is divided into six units, tracing the human experience in the United States from pre-Columbian times to Reconstruction, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State. The systematic development of higher-order thinking skills are promoted in projects, reports, homework, quizzes, tests, analysis of primary source material, document based essays and classroom participation. Quarterly exams and a final exam are required.

Social Studies: Grade 8 - United States and New York History, Part II
Based on the New York State Framework for Social Studies, the content in Grade 8 picks up on the seventh grade chronological study of United States and New York History beginning with post-Civil War Industrialization. Upon completion of seventh and eighth grade Social Studies, students will have a solid base in American History from the global heritage of the American people prior to 1500, to the changing nature of the American people from WWII to the present. Continued systematic development of higher-order thinking skills are promoted in projects, homework assignments, quizzes, tests, analysis of primary source material, document based essays and classroom participation. Quarterly exams and a final exam are required.

GRADE 7 ACCELERATED - U.S. History & N.Y.S. History, Part I & II
The accelerated Social Studies course in Grade 7 encompasses both the seventh and eighth grade Social Studies curriculum in the chronological study of the United States and New York history as previously described. Students who successfully complete this course will be prepared to take the first year of Advanced Placement World History in Grade 8. Quarterly exams and a final exam are required.
Advanced Placement (AP) World History I
PREREQUISITE: Social Studies 7 Accelerated
Based on the College Board Advanced Placement Program, a World History course will be offered to accelerated students in Grade 8. AP World History I chronologically and thematically cover the time periods from the development of civilizations through the Age of Absolutism. Utilizing periodization and Habits of Mind, students will develop a greater understanding of the evolution of global processes and cross-cultural interaction. This understanding is advanced through an examination of selective factual knowledge and the implementation of analytic skills in order to interpret historic evidence. Students are expected to be highly motivated in their performance on quizzes, exams, thematic, and document-based essays. They must maintain a minimum average of 80%. Quarterly exams and a final exam are required.

Note: Students who take this course are expected to continue the program by taking AP World History II at Kings Park High School in the ninth grade. This course will culminate in an AP Exam in May of the freshman year in high school (for college credit) and is weighted at 1.15 upon completion of the course. A Global History Regents Exam in June in the freshman year of high school (for New York State credit) is also required.
SPECIAL EDUCATION DEPARTMENT

SPECIAL EDUCATION
The Special Education Department provides diverse support services for students with learning disabilities, language dysfunction, and physical and emotional disabilities. Students receive remediation and reinforcement of academic skills taught in their mainstream classes.

For students who benefit from a structured environment, the department offers a self-contained program. The Special Education program is designed to teach students through a diagnostic and prescriptive process for specific learning needs. An Individual Education Plan is developed based on students’ needs.

Alternate teaching strategies and testing techniques are used to promote academic success. Placement in our program is determined by the Committee on Special Education. For details regarding Special Education programs, see a staff member in the Guidance Office or the Special Education Department.

Related Services
The following services assist the student by providing the required developmental, corrective, and other supportive services: Speech/Language Therapy, Occupational Therapy, Physical Therapy, Adaptive Physical Education, Counseling, Assistive Technology services, school health services, interpreting services, school nurse services, and audiology services. Students may be provided with one or more related services, in combination with other general or special education programs.

Consultant Teacher Services
Direct: To aid the student to benefit from the general education class instruction. This service is provided within the general education classroom by a special education teacher working directly with the student during instruction.
Indirect: To assist the general education teacher in adjusting the learning environment and/or modify his/her instructional methods to meet the individual needs of the student with a disability who attends the general education class. The consultant teacher will meet with general education teachers and monitor progress and performance of special education students within the general education classes. Consultant Teacher services must be provided a minimum of two hours per week in any combination of Direct and/or Indirect CT services.

Consultant Teacher in Combination with Resource Room
To meet the needs of a student who could benefit from the two types of services, but who does not need two hours per week of Consultant Teacher and three hours per week of Resource Room. Must be provided a minimum of three hours weekly in
combination of Resource Room and Consultant Teacher. Consultant Teacher portion may be Direct or Indirect.

**Resource Room**
To provide specialized supplementary small group instruction. This supplementary instruction is provided in addition to the general education or special education classroom instruction that the student receives. It is not provided in place of the student’s regular instruction. Students meet in small groups with a special education teacher. The teacher supplements and/or remediates content area class by providing modifications, skill development techniques, and direct teaching, as needed. Resource Room must be provided a minimum of three hours per week and a maximum of 50% of the school day.

**Integrated Co-Teaching**
To provide academic and specially designed instruction in the general education setting to an integrated group of students by a certified general education teacher and a certified special education teacher. The responsibility for planning, delivering, and evaluating instruction for all students is shared by the general and special education teachers.

**Special Class**
To provide primary instruction that is specifically designed to meet the similar needs of a group of students in a self-contained setting, separate from their non-disabled peers.
TECHNOLOGY DEPARTMENT

TECHNOLOGY 6
This course starts the study of technology. The seven resources for technology; people, information, materials, tools and machines, energy, capital, and time are covered through various activities. The major areas of instruction are safety, measuring, planning, and processing materials. Students learn basic skills and techniques needed to manufacture wood and sheet metal products. Sixth grade students will be introduced to basic computer applications. Organizational, writing and study skills will be stressed. The class meets every other day for a total of ten weeks.

TECHNOLOGY 7
The seventh grade program continues the study of technology. The emphasis is on how people utilize technology and its effect on how people live. The relationship between math, science, and technology will be covered through various activities. Class instruction and activities will include safety, planning, more intensive use of tools and machines, material evaluation and utilization. Students manufacture a product by combining two or more materials. Computer use will be a major part of the instruction. Problem solving will be emphasized through the use of various activities. The importance of organizational skill is stressed throughout the course. This class meets every other day for ten weeks.

TECHNOLOGY 8
The eighth grade instruction reviews the major objectives of prior courses using more advanced activities. The emphasis is on the selection and use of resources for technology, processing resources, problem solving and effects of technology. Safety and planning are ongoing units. Students utilize tools, machines, and materials to design and manufacture products. Manufacturing and transportation are areas of study. Students have the opportunity to combine their problem-solving techniques and acquired skills to process materials. Emphasis is placed on linking math and science to exciting, innovative technology activities. Organizational and writing skills remain an important part of the course instruction. This class meets every other day for a total of twenty weeks.
PROJECT STEM AND HUMANITIES COURSES

OVERVIEW
In order to enrich our students' experiences with project-based learning and the development of 21st Century Skills, the William T. Rogers Middle School designed an enrichment program to incorporate these approaches through the areas of STEM and the Humanities. Both courses provide the opportunity for students to apply problem solving, critical thinking, and researching skills to explore high interest topics in Science, Technology, Engineering, Mathematics, and the Humanities. The long-term goal of these courses is to provide students with meaningful learning experiences that incorporate research, technology, and interaction with outside organizations and career mentors while providing additional practice with presentation skills and the effective use of data. The students also begin to develop valuable research skills, such as the evaluation of website and other electronic sources, Boolean searching, and the collecting and filtering of data.

HUMANITIES 7
The Humanities 7 course is half-year course, which takes place one out of every four days. It is facilitated by co-teachers in the areas of English and Social Studies. Throughout the twenty weeks, the students develop a working understanding of research practices using online and print resources. They are given instruction in the use of ebooks, print resources, and electronic databases, such as ABC-CLIO, Gale, NBC Learn, and Grolier. Following this, they utilize these skills to research and present on a trend of their choice. Once the topic is chosen, students explore primary source documents and use events in American History to analyze the influence of people, events, and documents from a specific decade. This information is presented in a formal forum to their peers and teachers at the end of the course.

HUMANITIES 8
The Humanities 8 course is half-year course, which takes place one out of every four days. It is facilitated by co-teachers in the areas of English and Social Studies. Throughout the twenty weeks, the students develop a working understanding of research practices using online and print resources. They are given instruction in the use of ebooks, print resources, and electronic databases, such as ABC-CLIO, Gale, NBC Learn, and Grolier. Following this, they utilize these skills to research and present on a social injustice topic of interest to them. Once the topic is chosen, students explore primary source documents, current research on the topic, and connect with outside organizations, local community members, and/or politicians to make original and research-based recommendations. This information is presented in a formal forum to their peers and teachers at the end of the course.
**PROJECT STEM 7**
The Project STEM 7 course offers students the opportunity to explore the curricular and real-world connections found within the areas of science, technology, engineering, and mathematics. This half-year course is taught by co-teachers in the areas of mathematics and science and takes place one out of four days. Throughout the twenty weeks, the students may explore such interdisciplinary topics as Concussions in Sports, Land and Energy Conservation, and Technology and its Effects on Teens. Through research as well as interactions with experts, the students become experts on high-interest topics, and formally present their original research-based solutions for real-world STEM issues to their peers and teachers at the end of the course.

**PROJECT STEM 8**
The Project STEM 8 course offers students the opportunity to explore the curricular and real-world connections found within the areas of science, technology, engineering, and mathematics. This half-year course is taught by co-teachers in the areas of mathematics and science and takes place one out of four days. Throughout the twenty weeks, the students may explore such interdisciplinary topics as Wind Turbines and other alternative energy sources, bridge construction, and building design improvement. Through research as well as interactions with experts, the students become experts on high-interest topics, and formally present their original, research-based solutions to their peers and teachers at the end of the course.