



Expanding Opportunities for Middle School Students

NYSED The Part 100 Regulations of the Commissioner of Education

100.4 Program Requirements for Grades Five through Eight:

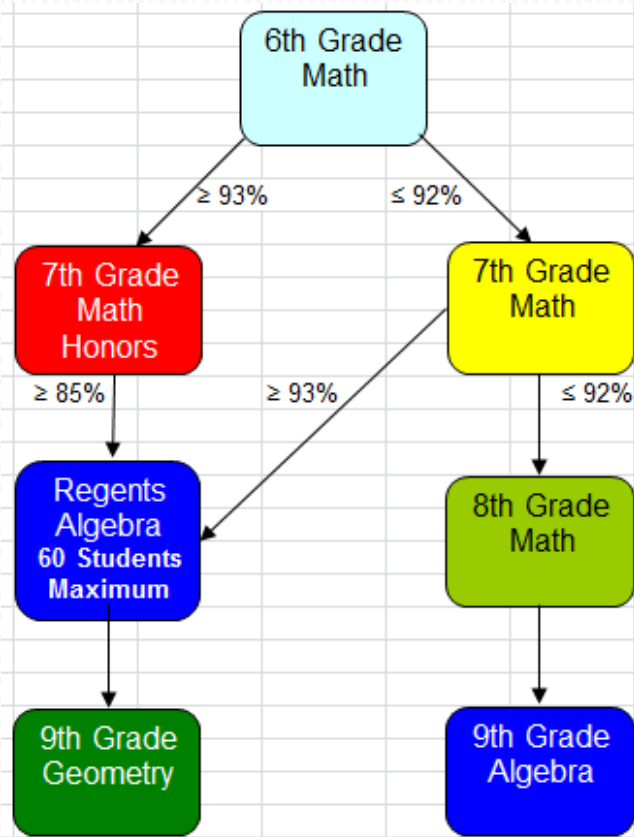
Public school students in grade 8 shall have the opportunity to take high school courses in mathematics and in at least one of the following areas: English, social studies, languages other than English, art, music, career and technical education subjects or science courses.

Middle School Honors Survey

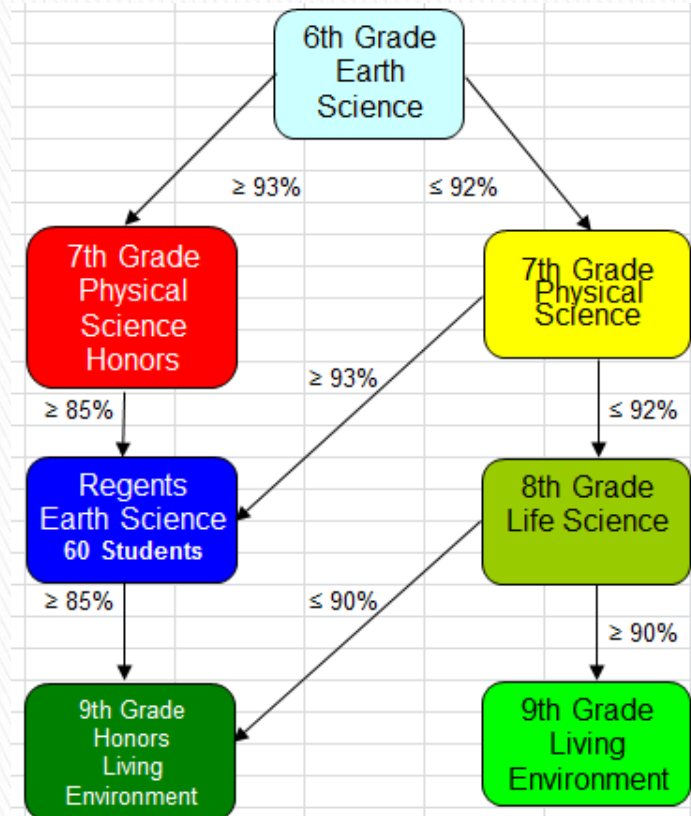
- ▶ Do you have Honor classes in grade 7 and/or 8?
- ▶ How are students assigned to Regents math or science?

<u>School</u>	<u>7/8th Grade Honors</u>	<u>Accelerated Math/Science</u>
North Shore	No	Self-Select
Oyster Bay	No	Self-Select
Jericho	No	Self-Select
Plainview	No	Self-Select
Lynbrook	No	Self-Select
Seaford	No	Criteria/Self-Select
Manhasset	No	Criteria/Self-Select
Bethpage	No	Teacher recommendation/Self-Select
Massapequa	No	Teacher recommendation/Self-Select
Pt. Washington	No	Criteria/Parent Appeal
Locust Valley	Yes	Self-Select
Levittown	Yes	Criteria/Self-Select
Island Trees	Yes	Criteria/Self-Select
Rockville Ctr.	Yes	All Students

Current Math & Science Progression:

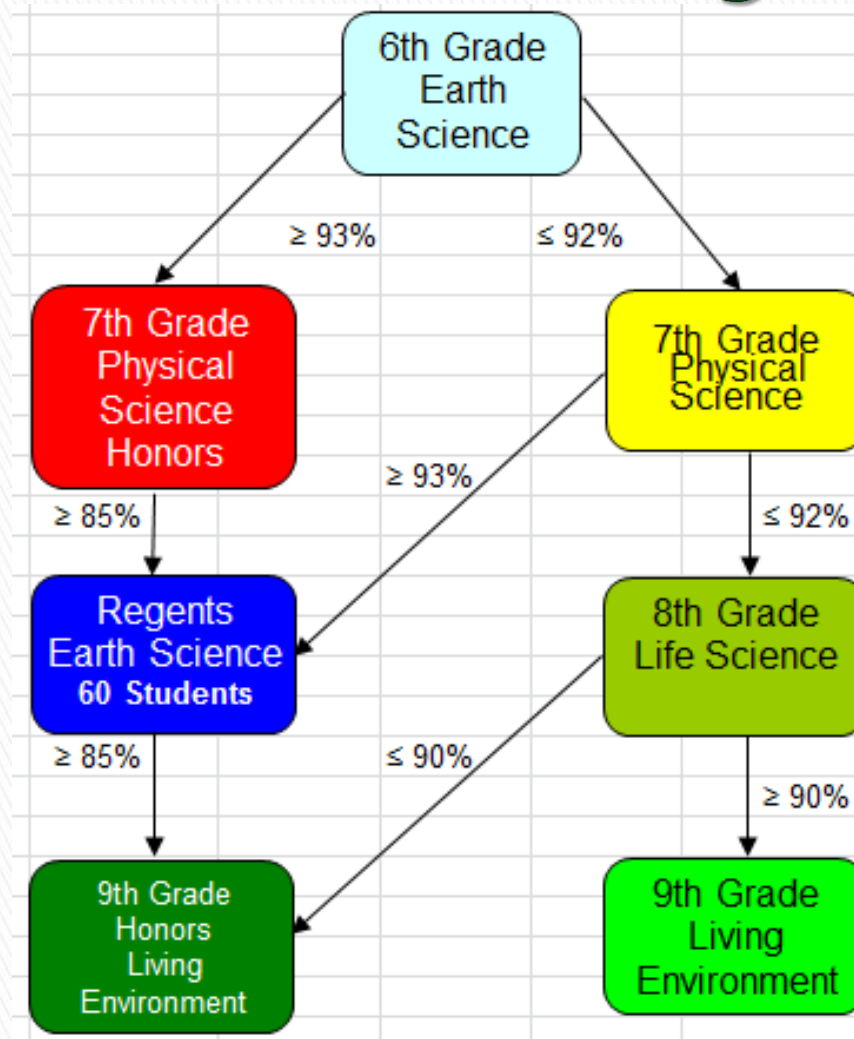


Current Math Progression

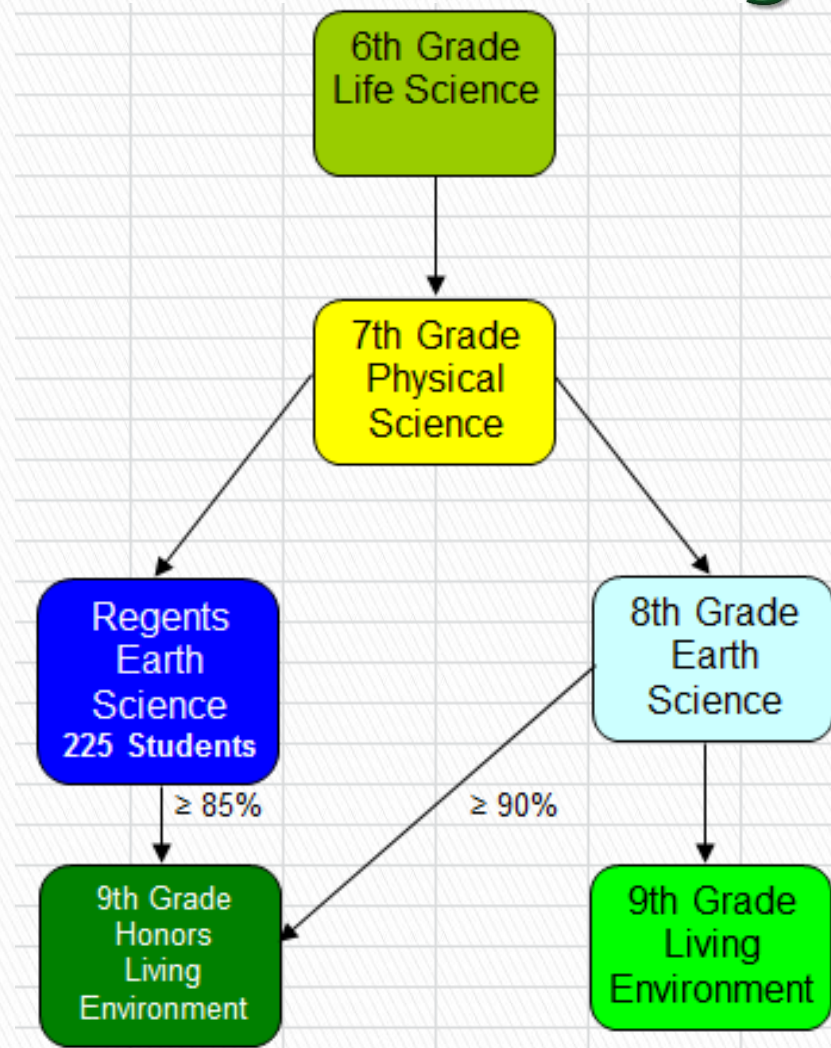


Current Science Progression

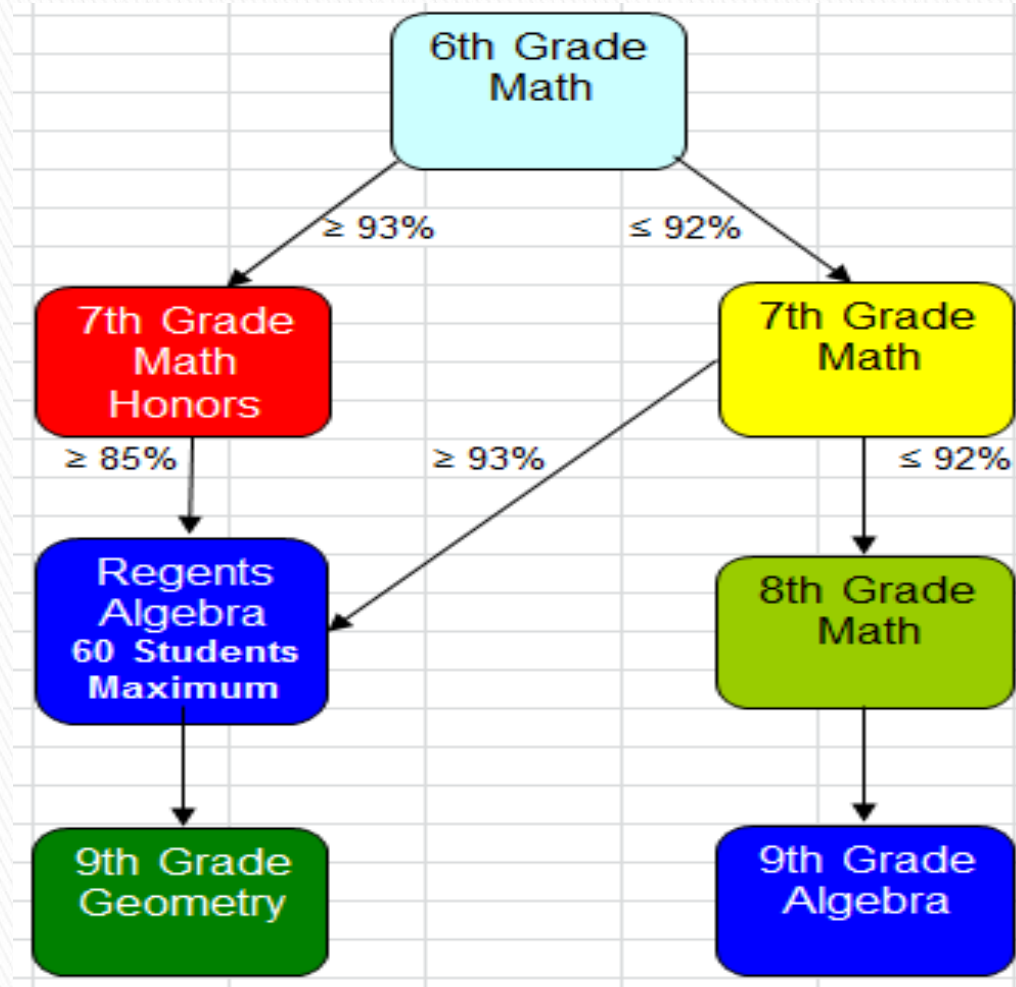
Finley Middle School Current Science Progression:



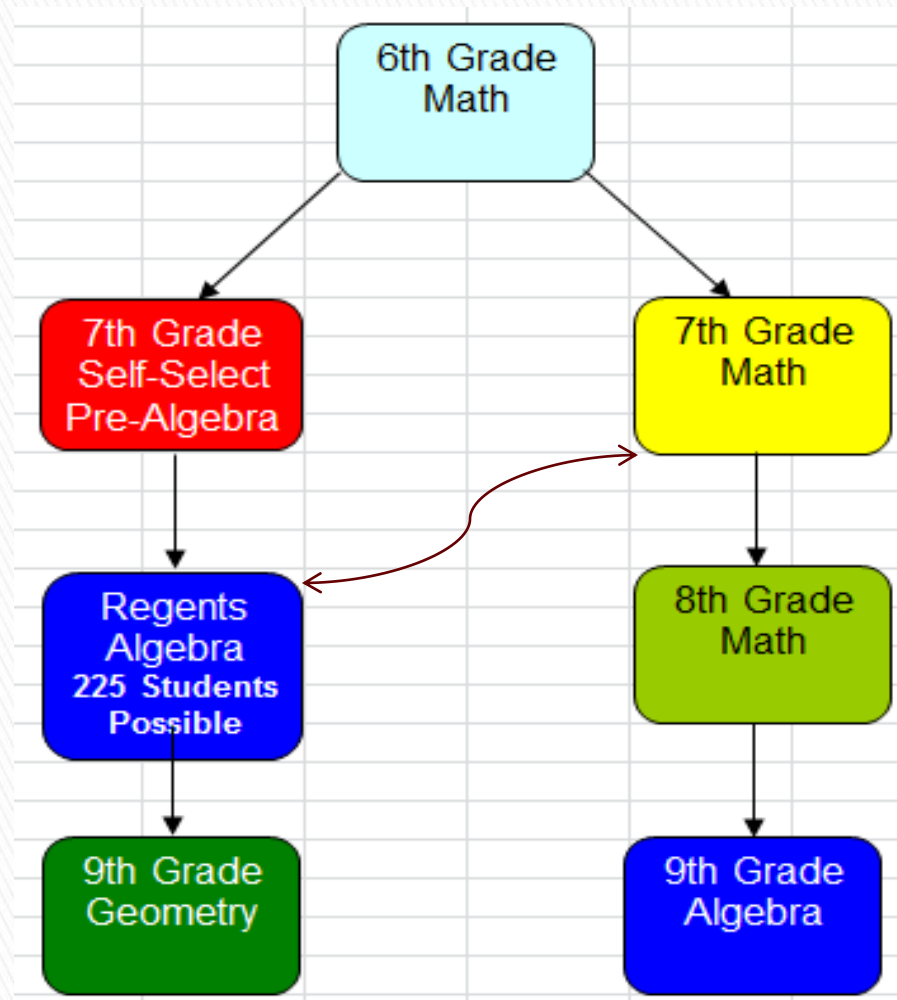
Finley Middle School Proposed Science Progression:



Finley Middle School Current Math Progression:



Finley Middle School Proposed Math Progression:



Scope and Sequence for Pre-Algebra

7th Grade Math	7th Grade Accelerated Math
<p data-bbox="100 325 768 349">Ratios and Proportional Relationships</p> <ul data-bbox="166 388 896 472" style="list-style-type: none">Analyze proportional relationships and use them to solve real-world and mathematical problems. <p data-bbox="100 505 459 529">The Number System</p> <ul data-bbox="166 571 909 682" style="list-style-type: none">Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. <p data-bbox="100 715 568 739">Expressions and Equations</p> <ul data-bbox="166 778 927 948" style="list-style-type: none">Draw, construct and describe geometrical figures and describe the relationships between them.Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. <p data-bbox="100 981 537 1005">Statistics and Probability</p> <ul data-bbox="166 1039 890 1239" style="list-style-type: none">Use random sampling to draw inferences about a population.Draw informal comparative inferences about two populations.Investigate chance processes and develop, use, and evaluate probability models.	<div data-bbox="1052 345 1682 478" style="border: 1px solid black; padding: 10px; text-align: center;"><p>All of 7th Grade Math plus...</p></div> <p data-bbox="967 511 1702 535">Integer Exponents and Scientific Notation</p> <ul data-bbox="1033 576 1789 688" style="list-style-type: none">Work with radicals and apply properties of integer exponentsPerform operations with numbers expressed in scientific notation <p data-bbox="967 721 1686 782">Introduction to Irrational Numbers using Geometry</p> <ul data-bbox="1033 821 1789 1025" style="list-style-type: none">Understand and apply the Pythagorean TheoremKnow that numbers are not rational, and approximate them by rational numbers.Solve real-world problems involving volume of cylinders, cones, and spheres <p data-bbox="967 1058 1263 1082">Linear Equations</p> <ul data-bbox="1033 1125 1769 1268" style="list-style-type: none">Understand connections between proportional relationships, lines and linear equations.Analyze and solve linear equations and pairs of simultaneous linear equations.

Our Consensus

- ▶ Our Site-based committee, members of our faculty, and the high school administrators, agree that **expanding opportunities and setting high expectations for all students will have a positive effect**
- ▶ Our faculty has long contended that Common Core Standards have alleviated the need for honors
- ▶ Students' individual needs can be met through tiered learning activities and assignments

English Language Arts

- ▶ Common Core Standards require a higher level of rigor
- ▶ Heterogeneous discussions and activities generate robust learning environments
- ▶ Enduring understandings challenge *all students*
- ▶ *All students* are exposed to common foundational skills, practices, and language
- ▶ Students have the latitude to expand upon their ideas

Social Studies

- ▶ New Social Studies Framework
- ▶ Expectations of Common Core
- ▶ Students' developmental abilities

Enrichment Opportunities

- ▶ **Research I & II (soon to be III)**
 - ▶ **6th Grade Humanities**
(Expanding to 7th & 8th Grade in 2016–17)
- ▶ **NYITCOM STEP Program**

What we've learned:

- ▶ Research classes serve as a course option that provides students the appropriate level of rigor to grow as critical thinkers and writers and for those who want to challenge themselves even further
- ▶ The Humanities course has allowed students to access higher level texts and engage in analytical discussion and expository writing

Our hope is to expand this experience to all core classes.

What we've learned:

- ▶ When we exposed students to engaging content their level of performance has surpassed that of their regular classes
- ▶ Setting high expectations can motivate historically lower performing students
- ▶ Providing students with the opportunity, *and necessary supports*, to engage in rigorous coursework raises their self-esteem

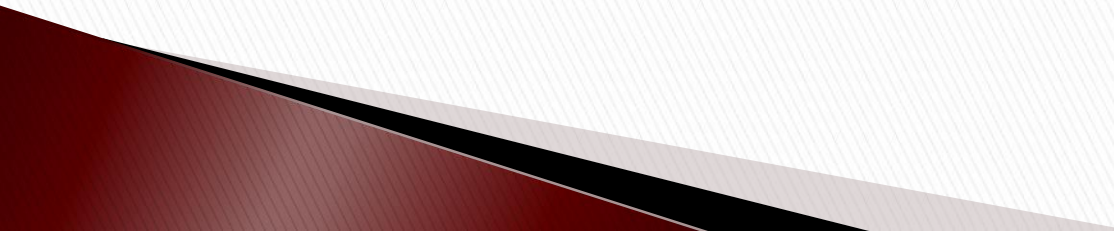
What our teachers think:

- ▶ Removing honors in 6th grade has raised expectations for all students
- ▶ Heterogeneous classes allow for flexible mixed ability grouping—*dictated by the activity*
- ▶ Eliminate stress related to maintaining an “honors average”—NOT appropriate for middle school
- ▶ Scheduling implications for students and programs

What our teachers think:

- ▶ Students who have had to work hard often set an example for those who have not needed to in the past
- ▶ “What’s the right answer?!” Syndrome and Risk Taking
- ▶ According to the *STAR Renaissance* and AIS guidelines, some honors students are below grade level expectations

What our teachers think:

- ▶ Students' varied needs can be met by differentiating content and focus
 - ▶ Develop units based on themes and differentiate the resources used based on students' needs
 - ▶ Differentiation is already happening, with non-honors students being given "honors level" work
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Proposed Changes

- ▶ Eliminate Honors designation for all courses, ensure **high level of rigor *in all classes, for all students***
- ▶ Provide all students with a pathway to challenge the Algebra and Earth Science Regents exams in 8th Grade
- ▶ Allow Students to self-select for Algebra and Earth Science

Communication Plan

- ▶ Informational parent/student meeting will be held prior to 6th and 7th grade planning meetings
- ▶ The pre-algebra course content and expectations will be clearly outlined for parents and students
- ▶ Administrative presentations to classes

Data show that enrolling in 8th grade Algebra and [increasing] student and parent aspirations play a significant role in students' post-high school educational outcomes.

-The National Educational Longitudinal Study