

SAYVILLE MIDDLE SCHOOL PROGRAM OF STUDIES

SIXTH GRADE

The program of studies for sixth grade is comprised of both mandated courses as well as a rich exploratory program. Students will be assigned to a team of teachers who will deliver the core academic subjects (Language Arts, Core Literacy, Math, Science and Social Studies). Flexible schedules will provide opportunities for interdisciplinary units, class projects and class groupings. In addition to the academic courses, students will be offered World Languages, art, music, physical education and exploratory courses.

SEVENTH GRADE

Seventh grade students are placed on one of two teams designated by the colors purple and gold. The team teachers are the teachers of English, Math, Science, and Social Studies. They meet weekly to discuss the academic and affective needs of their students and to develop their programs around these needs. Students will also enroll in either French or Spanish, a standard pre-requisite for the high school program and college-bound students. Their schedule will also include required courses in Health, Technology, Music, Art and Family and Consumer Science. Exploratory courses in astronomy and computers are also offered.

EIGHTH GRADE

Eighth grade students are scheduled for English, Mathematics, Social Studies, Science, World Languages, Technology, Family and Consumer Science, Art, Music, and Physical Education. Accelerated high school courses are available to eligible students in math, science and art.

HIGH SCHOOL TRANSITION PLANNING

The Eighth Grade Guidance Counselor will meet with eighth-grade students to discuss ninth-grade schedules and graduation requirements.

Please visit High School Guidance Webpage to learn about high school courses and graduation requirements:

[High School Program of Studies](#)

[Graduation Requirements](#)

ART

The visual arts are unique languages and symbol systems for communicating ideas, feelings, and different ways of knowing about oneself and the world. The visual arts engage the whole individual in the acts of creating and responding involving the intellectual, the intuitive, the emotional, and the physical being. The visual arts provide a record of civilization through diverse cultural artifacts that reflect aspects of human thought, action, and experience, and assist students in making connections across subject matter. Importantly, the visual arts develop essential workplace qualities of teamwork, collaboration, flexibility, and appreciation and respect for others' ideas and personal expressions. The richness of the visual arts and its contribution to thinking and learning demand that every student have access to the knowledge, skills, and understandings of visual arts education.

SIXTH GRADE

Art 6

In this first year of middle school the child will refine the skills acquired in earlier years of art through the exploration of two and three-dimensional art-making activities. They will continue to develop skills in discussing and analyzing their own art, historical works of art, and art in their own environment. Recognizing and using the elements and principles of design will be emphasized. Students will create original works inspired by what they see, know, feel, and imagine. Refinement of skills in the use of a variety of drawing tools and media, and a problem solving approach will be encouraged in all activities. Multi-step processes will be employed.

The Art 6 environment will provide opportunities for students to work in groups. Lessons will include the study of artistic styles and traditions in a variety of world cultures. Students will gain information regarding careers in art and related fields and the roles of the museum will be explored as will the use of technology in art. Understanding, appreciating, and discussing art will be the integral part of the learning process. Additionally, art lessons will be aligned with the common core standards.

10 weeks-every day

SEVENTH GRADE

Art 7

In this course, students will create complex works of two and three-dimensional art that involve multi-step processes. Effectively using the elements and principals of design to create works of art will be emphasized and an ever-widening variety of media will be explored. Students will be encouraged to develop a sense of creative integrity and pride in their work.

Students will continue to analyze and evaluate their own art and the art of others. Creative endeavors will be inspired by what students see, know, feel, and imagine. A problem-solving approach and attention to detail and technique will be encouraged in all activities. The study of historical traditions and contemporary works of art will support art making activities.

Students will learn to enjoy and appreciate works of art in museums and in their own environment. Technology will be employed to create works of art and as an aid in studying historical and contemporary works. Art lessons will be aligned with the common core standards.

20 weeks –alternate days

EIGHTH GRADE

Art 8

This course will provide an opportunity for the art student to focus on the development of advanced skills in drawing, painting, and other two and three dimensional art forms. Effective and inventive use of media and an opportunity for employing unique approaches to drawing will be emphasized. Individualized projects will additionally challenge students. Creative integrity and originality will be a major focus. Students will learn that studying, creating, and enjoying art can become a life-long pursuit, and art-related careers will be explored. The concept that art is a living heritage will be reinforced through lessons involving the analysis and appreciation of American and international art. Students will gain skill in evaluating and critiquing their own art and the work of others. Art lessons will be aligned with the common core standards.

20 weeks – alternate days

Studio in Art *

This is a full year course being offered for the *advanced art* student and may be used as the pre-requisite for participating in the advanced art electives at the high school. Studio in Art provides an introduction to the fundamentals of drawing, painting, color and design. It develops skills in the various techniques and uses of the many mediums. While applying their creative energies in a variety of media, students will develop individual talents and skills. Each student will execute a series of projects in a variety of technique mediums. This course provides the opportunity for a wide range of in-depth experiences in the areas of two and three-dimensional design. Students will be exposed to using pencil, acrylic, watercolor, mixed media, and three-dimensional materials. Appreciation and creative expression in design and representation will be explored. Throughout the course, discussions of artists and art movement will be stressed.

Eligibility Requirements:

1. Art average of 97 or above and/or
2. Recommendation from Art Teacher

Full Year-every day

***The student will receive 1 high school credit upon successful completion of this course**

ENGLISH

SIXTH GRADE

Language Arts 6/Core Literacy

Students will receive reading instruction that not only teaches reading skills, but builds a solid foundation for a lifetime of independent reading. Supporting the reading series will be a rich literature component. Writing instruction correlates to the reading assignments in class. Writing pieces will require students to cite evidence from works they have read. Each student entering the sixth grade will be required to complete the online summer literacy assignment. *On quarterly report cards, students will receive one grade for this double period course.*

Full Year - 10 periods per week

SEVENTH GRADE

English 7

English 7 provides a strong base for the secondary English program and addresses the new state standards for Language Arts. Students are expected to use language for information and understanding, literary response and expression, critical evaluation and analysis, and social interaction. Several dozen poems and short stories, including such authors as Bradbury, Twain and Shakespeare are read and studied with a focus on literary devices and the authors' craft. Self-selected independent reading and assignments reinforce these concepts, and self-sustained and critical reading skills are supported through class time devoted to this practice.

Writing skills begin with a review of sentence structure and build through paragraphs to culminate in the ability to write full-length compositions. Grammar skills and mechanics are taught so students are able to demonstrate mastery by implementing these skills into their own writing. Discussion, reporting, listening and test-taking skills will be emphasized in relation to the required literature. Vocabulary study and grammar skills are taught in conjunction with the text *Language of Literature* as well as through student writing. In addition, Chrome books and the latest educational technology are utilized for introduction of new topics, supplemental instruction, development of research skills and the assessment of writing skills.

Full Year - 5 periods per week

EIGHTH GRADE

English 8

English 8 builds upon the skills developed in English 7 and further prepares the student for the high school English program. Literary elements of study will include the concepts of theme, setting, plot, point of view, characterization and symbolism among others. Grammar and usage are taught in conjunction with the students' own writing, supplemented by appropriate skills-based exercises. Literature is experienced through an interdisciplinary approach coordinating themes and topics from Social Studies 8, wherever appropriate. Through reading short stories, novels, plays, poetry, mythology, and nonfiction pieces, students will explore: cultural diversity, the immigration experience, prejudice and intolerance, and the Holocaust. Writing, reading, research, and oral presentations are included. Exploration of authors and their role in the world of literature is an integral part of 8th grade English.

Also, students will be introduced to research through technology in various integrated Social Studies/English simulations and research projects. Students will learn work-world techniques to research, assimilate, organize, and disseminate information. Several platforms for research and presentation will be integrated into curriculum for 8th graders, to enable and prepare students for the challenge of the information based society of which they will be a part.

Full Year - 5 periods per week

English 9H

The high school has an Open Enrollment /Open Access policy for honors and advanced placement classes. Students will not require prior approval to enroll in these classes. However, that does not mean that students and their parents should make this decision reflexively without forethought. Students that register for ninth grade honors will be joining classes requiring both acceptance of the challenges of rigorous learning in English and a larger amount of work.

EXPLORATORY PROGRAM

SIXTH GRADE

Communications Skills for the 21st CENTURY

This course is designed to develop skills required to meet New York State Common Core Learning Standards in speaking, listening, and online assessments. Students study the elements of a communication model and communication terminology.

Emphasis is placed on participation as a speaker and a listener. Students implement 21st Century technology skills into classroom presentations. As students present various types of speeches, other members of the class will listen and provide feedback. Presentations may include oral interpretations of literature, demonstrations, and persuasive speeches.

Students learn to prepare and present presentations that integrate the skills necessary for future success on state assessments and potential career choices.

20 weeks- alternate days

Pathway to Success in the Middle School

This course is designed to help students experience a successful transition to the Middle School by giving them the tools they need to be successful. Emphasis will be placed on time management, organization, planning, and preparing them for college and career readiness. Academic and lifelong success is dependent on the concepts introduced in elementary and middle school. This class will help students navigate these important developmental years with practical advice, powerful conversations, and insight into the connection between daily decisions and future outcomes.

20 weeks- alternate days

Mathematics, Science & Technology (MST)

This course is designed to develop skills outlined in the New York State Mathematics, Science, and Technology (MST) Standards. Students will work with hands-on computer aided modules on transportation, machines, the environment, and communications. The interconnectedness and common themes of MST are incorporated into each module.

10 weeks –every day

SEVENTH GRADE

Astronomy

The planetarium program covers Key Idea 1 of the *Physical Setting* component of the New York State *Intermediate Level Science Core Curriculum*. In the planetarium and in the classroom, students will learn understandings that include: our Solar System's place in our galaxy and in the Universe; how telescopes as our "windows" on the Universe allow light from distant stars to tell us about their characteristics and formation, the Universe, and the future; characteristics and origin of Earth, the Sun, the Moon, and the other objects in our Solar System; phases of the Moon and eclipses; how time is kept on planet Earth; causes of seasons; nighttime star patterns (constellations) for each season. Special emphasis is placed on note-taking skills and notebook organization.

20 Weeks – alternate days

Computer Applications

In this 10 week course, students will be introduced to basic software applications. Applications include the Microsoft Office Suite and Google suite. Students also learn about digital safety and plagiarism/copyright. Classes are hands-on with students learning a skill and then applying the skill in a real-world simulation. ISTE and CDOS standards are the focus of the class.

20 Weeks – alternate days

Coding

This new Career and Technology Education course will focus on STEM, computer science, and computer programming skills that will allow students to begin learning computer coding and to further develop their out-of-the-box thinking skills. Students will use a combination of in-person robots and online computer coding simulations.

20 Weeks – alternate days

EIGHTH GRADE

Current Issues

This course is designed to develop skills of critical analysis and evaluation to help meet the New York State Common Core Standards. Students will read about current issues from various texts and discuss and analyze different aspects of the impact of the topic on their lives.

20 Weeks- alternate days

FAMILY AND CONSUMER SCIENCE

As per the New York State requirement, all students will complete a minimum of 3/4 units in Family and Consumer Science upon the completion of grade 8.

Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community; college and career readiness; garment care and construction; decision making/problem solving; nutrition and food preparation; meal planning; home management; money management; financial literacy; personal development; the application and use of current technology. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life.

20 Weeks – alternate days

EIGHTH GRADE

H & C 8

In this sequential course, the students will continue with vocabulary terms as they explore the world of work. Students will be given the opportunity to assess themselves based on their values, career interests, and post-high school academic goals. Within the career unit, they will learn interviewing skills, filling out an application, and follow up letter writing. Paychecks, budgeting and check writing are a few of the topics covered as the students explore what it takes to live on their own. Within clothing care management unit, students will learn life skills such as how to properly tie a tie, laundry care and procedures, sewing techniques including how to sew on a button and other survival sewing skills. The personal development unit has students self-reflect to evaluate their own personal self-concept. In the food and nutrition unit, some of the topics covered include kitchen terms, safety and sanitation, comparison shopping, and how to collaborate to create multiple nutritious food items as they learn to cooperate within a group setting.

Full Year – alternate days

HEALTH

SEVENTH GRADE

Health

The seventh grade health curriculum enhances students' knowledge and skills regarding pertinent health information. This curriculum allows students to make more informed and healthy choices in real-life situations. Students will develop "health literacy"- the ability to obtain, interpret and understand basic health information and services. They will develop the competence to use such information and services in a health enhancing way. Students will develop the skills necessary for personal responsibility, decision making, goal setting, and resilience while also learning the skills needed to maintain healthy relationships and seek healthy support systems. Topics will focus on the physical, mental/emotional/social, intellectual and environmental dimensions of health and are based on the New York State and National Health Education Standards and Skills Matrix. Topics covered include: decision making, problem solving, goal setting, motivation, healthy response to emotions, healthy communication, conflict resolution, stress management, substance abuse prevention, nutrition and fitness for teens and disease prevention. Decision Making will serve as a prelude into each of the content area topics. In alignment with the Common Core, many of our health topics will be created to include practice in Mathematics and ELA skills. Current health issues, as appropriate, will also be implemented into the program as they occur.

Full year – alternate days

SIXTH, SEVENTH AND/OR EIGHTH GRADE

Wellness

The Middle School Wellness Program is an elective offered to students in grades 6, 7 and 8 that will help to foster the skills of life long wellness. Wellness is not just being "free of disease" but yet an overall achievement in all of the many areas of health. Students in this course will investigate current trends in wellness including but not limited to Healthy Eating Habits, Fitness as a lifestyle, Fitness the right way, basic kinesiology and muscle mechanics, Healthy Participation in sports, mind management (stress and stress reduction) and being a proactive consumer with the many wellness products on the market today that promise overall wellness. Students will become aware of this interactive process of practicing healthy choices based on research to create a more balanced and successful life.

Full year- alternate days

MATHEMATICS

SIXTH GRADE

Mathematics 6

Sixth grade mathematics is about (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. A required fluency with multi-digit division and decimal operations will be expected.

Key Areas of Focus: Ratios and proportional reasoning; early expressions and equations

Major Emphasis Clusters

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Full Year - 5 periods per week

SEVENTH GRADE

MATH PLACEMENT: During 6th Grade, a number of students will be selected for the *Compacted* Mathematics program in 7th Grade. **The following criteria will be considered in the selection process: overall GPA, *Math 6* overall average, *Math 6* test average, and teacher recommendations.**

There are currently two levels of 7th Grade Math. They are designed to meet the needs of our students and vary in pace and content.

Mathematics 7

Seventh grade mathematics is about (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.

Key Areas of Focus: Ratios and proportional reasoning; arithmetic of rational numbers

Major Emphasis Clusters

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Full Year - 5 periods per week

Mathematics 7- Compacted

This course differs from Mathematics 7 in that it contains content from 8th Grade. While coherence is retained, in that it logically builds from the 6th Grade, the additional content when compared to Mathematics 7 course demands a **much** faster pace for instruction and learning. Students that are enrolled in this program are expected to maintain an 85 average and be in good academic standing throughout the school year. Students that fail to complete their classwork or homework will be removed from this class.

Full Year - 5 periods per week

EIGHTH GRADE

MATH PLACEMENT: During 7th Grade, a number of students will be selected to take Algebra I in 8th grade. The objective of this program is to provide students with the opportunity to take a fifth year of mathematics in high school (such as AP Calculus). Eligible students are selected by a review process which includes their 7th Grade Mathematics teacher, guidance counselor, and principal. ***The following criteria will be considered in the selection process: overall GPA and Math 7 -Compacted GPA, Math 7 Compacted Test average, and teacher recommendations.***

Mathematics 8

Eighth grade mathematics is about (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.

Key Areas of Focus: Linear algebra

Major Emphasis Clusters

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.

Full Year - 5 periods per week

Algebra I*

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. This course will 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. Students will engage in methods for analyzing, solving, and using quadratic functions. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Major Emphasis Clusters

Seeing Structure in Expressions

- Interpret the structure of expressions

Arithmetic with Polynomials and Rational Expressions

- Perform arithmetic operations on polynomials

Creating Equations

- Create equations that describe numbers or relationships

Reasoning with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Represent and solve equations and inequalities graphically

Interpreting Functions

- Understand the concept of a function and use function notation
- Interpret functions that arise in applications in terms of the context

Interpreting Categorical and Quantitative Data

- Interpret linear models

Full Year - 5 periods per week

***The student will receive 1 high school credit upon successful completion of this course**

MUSIC PROGRAM

It is possible for students in the middle school to participate in two or more performing music classes by alternating days during the same class period (e.g. chorus and band).

SIXTH GRADE

Band, Chorus or Orchestra

Performing groups at the sixth grade level are *Band, Orchestra, and Chorus*. All performing groups will continue to receive small group lessons. Students will be allowed to be in sixth grade *Band, Orchestra or Chorus* if they participated in the fifth grade band, orchestra, or chorus. If a student is currently not in performing music and is interested in joining, auditions will be available with the sixth grade music teacher at the beginning of sixth grade (excluding percussion).

Full Year – 5 periods per week

Music 6

For students who are not participating in a performing group, classroom music will be offered. In this course, sixth graders learn to read and play music on the keyboard. A brief history of Baroque and classical music is covered as well as an introduction to the orchestra.

Full Year – alternate days

SEVENTH AND EIGHTH GRADE

Band 7 and Band 8

A separate grade level band is open to all seventh and eighth grade students who play brass, woodwind, or percussion instruments. Students who have not been previously enrolled in the instrumental program must see the Band Director for approval. The band literature is selected based on the performing ability of the ensemble. Musicianship, instrumental technique, tone color, rhythmic concept, ensemble attitude, and musical literature are stressed at this level. The ensemble performs at concerts, assembly programs, parades, and special events. Ensemble and group lessons are an integral part of these developing skills and musicianship. A written and performance proficiency examination, established by the instrumental music staff, will be given to all band students in the seventh and eighth grades.

Full Year - 5 periods per week

Chorus 7 and Chorus 8

Chorus 7 and 8 is available to all students who participated in a performing group in the previous grade. Choral literature is selected commensurate with the interest and ability level of the vocal ensemble. Part singing, rhythmic development, voice placement, sight-reading, and choral ensembles are stressed at this level. The ensemble performs at concerts, assembly programs, and special events. Ensemble and group lessons are an integral part of these developing skills and musicianship.

Full Year - 5 periods per week

Orchestra 7 and Orchestra 8

A separate grade level orchestra will be open to all seventh and eighth grade students who play a string instrument. Additional selected members of the wind, brass, and percussion sections complete the orchestral balance. Students who have not been previously enrolled in the instrumental program must consult the Orchestra Director for approval. The orchestral literature is selected on the performing ability of the ensemble. Musicianship, instrumental techniques, tone, color, rhythmic concepts, ensemble attitudes, and musical literature are stressed at this level. The ensemble performs at concerts, assembly programs, and special events. Ensemble and group lessons are an integral part of these developing skills and musicianship. Written and performance proficiency examinations, established by the instrumental music staff, will be given to all orchestra students in the seventh and eighth grades.

Full Year - 5 periods per week

Please note: Students who are scheduled for either Band or Orchestra can choose to also take part in Chorus (only Band or Orchestra will be indicated on the schedule).

Music or Explorations In Music

This course is required of students who are not enrolled in one of the performing music programs. It is taken in either seventh or eighth grade. The course specifics include learning to read and play music, both on the keyboard and guitar, the function of the voice, its use in music, opera, Broadway shows, and popular vocal music. The music heritage of New York State and American music from pioneer to current rock is evaluated. The keyboard, guitar and various rhythm and melodic instruments are taught as accompaniment instruments for singing and skill development.

Alternate Days

ADD/DROP POLICY FOR PERFORMING MUSIC

Grade 6 or 7

Students may choose to drop performing music within the first 3 weeks of school without penalty. Written permission from the student's parent/guardian is required. Students who choose to drop performing music will be scheduled for a general music class. *After the drop/add period, a student can only drop a course at the end of a marking quarter.*

Grade 8

Students may choose to drop performing or classroom music within the first 3 weeks of school without penalty. Written permission from the student's parent/guardian is required. Students who choose to drop music will be scheduled for elective classes. *After the drop/add period, a student can only drop a course at the end of a marking quarter.*

PHYSICAL EDUCATION

The goal of the physical education program is to provide students with knowledge and physical skills in a variety of activities that will encourage them to develop and maintain the physical and mental health necessary in today's society.

Dress Requirements for all students:

- *Gym shorts, no buttons, no zippers*
- *Sleeved t- shirt*
- *White socks and sneakers*
- *Sweat pants and sweat top (Late Fall/Early Spring)*

SIXTH GRADE

PE 6- Boys and Girls

Planned physical activities for the sixth grader contribute to the physical and social skills necessary for healthy growth and development. Physical Education concerns itself with unique skills that involve moving with and against forces that govern our environment. This is achieved through sequential instruction and teacher directed activities. Because New York State law prohibits sixth grade participation in interscholastic athletics, it is our intent to offer sport/related activities during the school year as part of an intramural program providing student interest is evident and qualified sponsors are available.

Full Year – alternate days

SEVENTH AND EIGHTH GRADE

PE 7 and PE 8-Boys and Girls

Boys and girls participate in a variety of physical education activities. The following activities are offered to the boys and girls, as indicated: touch football, tennis, soccer, handball, volleyball, basketball, indoor hockey (boys), field hockey (girls), group games, shuffleboard, track and field, physical fitness, softball, folk and modern dance (girls), badminton (girls) and European handball. Students will be required to take swimming as part of their regular physical education program. Students must provide their own swimsuits and towels.

Full Year – alternate days

ADAPTIVE/MODIFIED PHYSICAL EDUCATION-GRADES 6-8

The Commissioners Regulations require that all students, including those with temporary and permanent disabilities, participate in physical education classes. Modified physical education is offered for students and classes will vary in size and teacher/student ratio. Students will be placed into classes of either modified physical activities or academic related activities focusing on physical education topics.

Specific Requirements:

1. Regular attendance
2. Consistent participation
3. Lock for assigned locker
4. Jewelry may not be worn in class due to safety reasons
5. Appropriate clothing, as required

Full Year – alternate days

INTERSCHOLASTIC PROGRAM- GRADES 7 & 8

Aim: To provide the student with the opportunity to participate in selected activities at a high level of training and competition.

The interscholastic sports activities offered for girls at the middle school include field hockey, tennis, soccer, volleyball, basketball, track, cross country, swimming, softball, lacrosse and cheerleading.

The interscholastic sports activities offered for boys at the middle school include football, soccer, basketball, tennis, wrestling, track, cross country, volleyball, swimming, baseball, volleyball, and lacrosse.

Specific Requirements:

1. Pass a medical examination by school physician
2. Sign an Athletic Code
3. Submit a signed parental/guardian permission form
4. Be responsible for all equipment issued to the participant

SCIENCE

*The Middle School science program is aligned with "Intermediate Level Science Core Curriculum" of the New York State Intermediate Level Learning Standards for Science. At the end of the eighth grade, students will be required to take the Eighth Grade Intermediate Level Science Assessment. This exam, produced by the New York State Education Department, is based on the intermediate level science courses students have taken in grades five through eight. Accelerated science students will take the Living Environment/ Biology Regents exam and will **not** be required to take the Eighth Grade Intermediate Level Science Assessment.*

SIXTH GRADE

Science 6

Students will develop a fascination for scientific discovery through problem-solving and the processes of science in this curriculum which is aligned with the *New York State Intermediate Level Science Core Curriculum*. Units of study include physical science, Earth science, and life science which includes the Family Life curriculum.

Full Year - 5 periods per week

SEVENTH GRADE

Science 7

This course covers the chemistry and physics Key Ideas of the *Physical Setting* section of the *New York State Intermediate Level Science Core Curriculum*. Students will be engaged in laboratory experiences that have been designed to teach them the interrelationships of the physical environment and to help them see correlations between experimental and theoretical data. Working in groups, students will use creative problem-solving to develop simple solutions to simple problems and develop explanations of natural phenomena in a continuing creative process that incorporates scientific inquiry.

Full Year - 5 periods per week

EIGHTH GRADE

SCIENCE PLACEMENT: During 7th Grade, a number of students will be selected to take *Living Environment Regents* in 8th grade and earn one high school credit. Eligible students are selected by a review process which includes their 7th Grade Science teacher, guidance counselor, science department chairperson, and principal. ***The following criteria will be considered in the selection process: overall GPA, science 7 GPA, and science teacher recommendation.***

Science 8

This course covers the *Living Environment* section of the *New York State Intermediate Level Science Core Curriculum*. The scope of the course includes the study of introductory biology, ecology, and marine science with an emphasis placed upon the relationships between living things and their environment. Students will participate in appropriate on-site investigations and numerous laboratory investigations.

Full Year - 5 periods per week

Living Environment *

Based on the *Living Environment Core Curriculum* of the New York State Learning Standards, this course provides an in-depth study of life, structure and function relationship and interactions of a variety of organisms. The concept of interdependence of all life on Earth is interwoven throughout the curriculum which includes units on the web of life, evolution, genetics, reproduction and development, homeostasis, and ecology. As a prerequisite for admission to the *Living Environment/Biology Regents Examination*, all students must have successfully completed the minimum amount of laboratory experience mandated by the New York State Board of Regents, with satisfactory written reports of each investigation.

Eligibility Requirements: Following grade seven, a limited number of students are selected to participate in the accelerated science program. These students are offered the opportunity to start their high school Regents science sequence in the eighth grade by taking Regents Living Environment/Biology. The purpose of this program is to enable highly motivated students to pursue many of the advanced offerings during their high school senior year after completion of the Regents science sequence. Eligibility is determined by a committee comprised of their seventh grade science teacher, guidance counselor, science department chairperson, and principal. The parents or guardians of all students who are selected will be notified by the principal at the appropriate time. Criteria for acceptance into the accelerated science program include:

1. The final cumulative average in seventh grade science
2. The overall academic average in grade 7
3. Science teacher recommendation
4. Scores in related subjects that can affect the degree of success in Living Environment and other accelerated Regents courses.

Full Year - 7 1/2 periods per week

***The student will receive 1 high school credit upon successful completion of this course**

SOCIAL STUDIES

SIXTH GRADE

Social Studies 6

The sixth grade Social Studies program emphasizes the interdependence of all people, keying in on the Eastern Hemisphere. The program focuses on a social science perspective emphasizing the interaction of geography and economics. A study of early civilizations in the Middle East and Europe is used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life.

Full Year - 5 periods per week

SEVENTH GRADE

Social Studies 7

The seventh grade Social Studies curriculum provides for the study of the first century of United States history. The course begins with a comprehensive study of geography at all levels, worldwide to local, and examines how Americans have adapted over time to their environment. This is followed by a chronological examination of major historical events that helped shape the development of American culture. In addition, emphasis is placed on the evolution of the U.S. government, its foundation, and traditions.

Full Year - 5 periods per week

EIGHTH GRADE

Social Studies 8

The eighth grade Social Studies curriculum provides for the study of United States history from the late nineteenth century to the present. It is a continuation of Social Studies 7. Against a framework of major chronological events, special emphasis is placed on political, geographic, economic, and social trends. Constitutional government and America's interaction with its neighbors in the Western Hemisphere are also examined.

Full Year - 5 periods per week

PLANNING FOR NINTH GRADE

Select students will be eligible to enroll in *Global History Regents* or *Honors* or pre-AP (*World History H*) Social Studies courses in their ninth grade year. Please visit Sayville High School's Social Studies Department in their *Program of Studies*: <https://www.sayvilleschools.org/domain/129> to learn about the requirements for these courses.

TECHNOLOGY

All students in grades 7 and 8 will have the opportunity to participate in our *modular technology lab*. This modular classroom is designed to allow students to learn about a variety of technologies through hands-on activities, multimedia computer based training, and personal exploration. Each mixed-media based module integrates applied academics such as math and science concepts into the learning activity.

The following is a list of the technology modules studied in both grades:

Alternative Energy	Computer Graphics and animation
Basic energy	Aerodynamics
Digital speech technology	Research and design
Digital photography	Computer aided publishing
Video production	Robotics and automation
Construction technology	Weather technology

SEVENTH GRADE

Tech 7

This course will develop an understanding of the concepts that are present in all technological systems. Students will learn about the influence of technological systems on their lifestyles, including home, school, and the world of work. These concepts will be developed using a series of hands-on technology learning activities. This course must be taken by all seventh grade students and satisfies one half of the unit of credit necessary before the completion of eighth grade.

Full year – alternate days

EIGHTH GRADE

Tech 8

This required course expands on the concepts taught in seventh grade, and introduces other technical processes, methods used to control technology, career opportunities, and personal and societal implications of technology. Application of the computer related to processing information, controlling technological systems, and design work are integrated within student activities.

A hands-on course in which some of the activities might include structure design, model bridge building, computer drawing and design, pin-ball design and construction including development of various mechanical devices invented by the student to solve technical problems. The major outcomes of this portion of the technology program would be an ability for students to synthesize and apply their new technological literacy to the solution of problems through the design, development and operation of technical systems.

Full year- alternate days

Stem 8

Some students will be eligible for the STEM 8 course to meet their eighth grade technology requirement. This course expands on the concepts taught in seventh and eighth grade technology classes and the independent research completed in seventh grade enrichment. This is a hands-on course which will require students to complete independent research, as well as, teacher guided activities. Students enrolled in this class will benefit from a curriculum which will integrate science, technology, engineering, and mathematics. The focus of the class will be to get students to think outside the box and utilize their talents to solve real world problems. Students are expected to enter a project into competitive fairs.

Eligibility Requirements:

1. Successful completion of Seventh Grade Enrichment, Math 7 Compacted, Technology 7, and Computers 7.
2. Eighth grade enrollment in Living Environment and Algebra I.
3. Teacher recommendations are required for this course.

Full year- alternate days

Academic STEM contests:

BNL Science Bowl- <http://www.bnl.gov/education/program.asp?q=130>

BNL MagLev Race - <http://www.bnl.gov/education/program.asp?q=134>

Cornell Cooperative Extension Pumpkin Fling - <http://ccesuffolk.org/suffolk-county-farm/pumpkin-fling>

LI Science & Engineering Fair -

https://www.lisef.org/account/default.aspx?portal_code=ms

Future City Competition - <http://futurecity.org/>

Siemen's MST Competition - <http://www.siemens-foundation.org/en/competition.htm>

NACLO at Stonybrook -

<http://www.stonybrook.edu/cesame/teachers/Competitions/NACLO/NACLO.html>

STEM Events/ Learning Opportunities:

<https://www.sixflags.com/greatadventure/special-events/educational-event/math-science-physics-days-2014-04-25>

<http://www.bnl.gov/education/>

Explorations in Real World Technology:

This course is designed to introduce the life skills necessary in the home and in the workplace. Students will learn and understand basic problem solving skills and solutions in their everyday life. The goal is to promote critical thinking and confidence in fixing and maintaining our community. Students will have the opportunity to contribute their time and effort into building improvements that will benefit all. Students will have an opportunity to accrue high school technology credit.

WORLD LANGUAGES

Sayville offers World Languages to students beginning in the sixth grade. All students are introduced to French and Spanish. Students continue with either French or Spanish in seventh and eighth grade.

The World Languages curriculum meets and exceeds the Checkpoint A level, focusing on the 5 C's: Communication, Cultures, Connections, Comparisons and Communities. The five organizing principles of the Standards for LOTE Learning strive to attain the following goals: Communication: Students will be able to converse and understand basic daily situations in the target language.

Cultures: Students will be able to appreciate what cultures have in common in order to promote national and international harmony.

Connections: Students will be able to understand that languages exist in concert and context with other subject areas such as mathematics and science.

Comparison: Students will be able to compare and contrast his/her own native language and culture with that of the target culture to afford deeper insight into the world.

Communities: Students will benefit and enrich the quality of their lives in all professional and lifelong endeavors by the ability to speak a second language.

SIXTH GRADE

The World Languages program commences in the sixth grade. Each student will be exposed to two foreign languages (French and Spanish) during their sixth grade year. The curriculum is a global cultural approach to second language learning utilizing thematic vocabulary units and non-grammatical techniques. The emphasis for the young learner is exposure to the language as well as to new countries discussed in a universal context representing daily life in the target country.

*10 weeks everyday-French
10 weeks everyday- Spanish*

SEVENTH GRADE

The seventh grade World Languages program is a continuation of the sixth grade introduction. However, the students will now be concentrating on one given language and developing the sixth grade categories in a tightly structured plan of instruction. Topics covered will begin to prepare students for proficiency at the Checkpoint A level. The student will strengthen his/her comprehension of the ways and habits of the people of the studied culture. They will be learning components of communication in a proficiency-based curriculum. Through the Google Chrome book, the on-line texts and resources will be used in this course. The objective at the end of the course is to have the student familiar with the language, life, school world, cuisine, and ways of the new culture.

Full Year - Alternate Days

EIGHTH GRADE

This course is the first credit to the Advanced Designated Regents sequence in the French or Spanish language. The student reinforces his/her basic skills in listening, speaking, reading, and writing as well as familiarity with cultural aspects of the language. In this first year of Regents credit, emphasis is placed on developing good pronunciation, acquiring a basic vocabulary, learning to use the beginning structural patterns of the spoken language, learning to listen to the spoken language, and communicating within the limits of the vocabulary and structures learned.

Through the Google Chrome book, on-line texts and resources will be used in this course.

*Full Year - 5 periods per week **

***The student will receive 1 high school credit upon successful completion of this course**

Students who begin the study of World Languages in the Middle School will have the opportunity to complete a 5 year sequence. Upon successful completion of the 8th grade course, which is the passing of the course AND the Checkpoint A Exam, students will receive 1 high school credit toward the Advanced Designated Regents sequence and fulfill the New York State Regents Diploma Requirement. They will then proceed to level 2 at the High School.

ADDITIONAL INFORMATION

ACADEMIC INTERVENTION SERVICES

ELA- AIS Grades 6-8

Reading and writing proficiency is crucial to success. New York State standards mandate higher level thinking and processing of text . Additionally, the New York State Board of Regents has set higher learning standards demonstrating students' ability to listen attentively, read a range of material, and respond in writing to a variety of literary and informational passages. The reading laboratory teaches students pre-reading strategies, aiding comprehension and strengthening response abilities. Focusing skills, self-monitoring of comprehension, confirmations of prediction and retaining salience will be practiced. Post reading organizational approaches will be reinforced.

The student writer will overcome weaknesses and strengthen abilities to help meet New York State standards. Using language for information and understanding, for literary response and expression, for critical evaluation and analysis and for social interactions are the four new standards. Students enrolled in this course will develop and improve skills necessary for success in any subject, both in their middle school and high school careers. Critical essential skills and strategies will be explored. In an enthusiastic workshop atmosphere, where students' individual needs are addressed, confidence and self-esteem will be heightened as students are committed to becoming more effective communicators.

Organized into graded levels of reading instruction, *this program is available to those students requiring remediation in the area of reading and writing.*

Full Year – alternate days

Math AIS-Grades 6-8

Students identified as needing support to reach a higher level of proficiency in mathematics will be scheduled into this program. Most of these students need this support to meet the New York State graduation requirements in high school. *This program is available to those students requiring remediation in the area of math.*

Full Year – alternate days

Pathways to Success Grades 7-8

This course is designed to help students better understand how to be successful at the secondary level by giving them the tools they need in order to achieve success. Emphasis will be placed on time management, organization, planning, and preparing them for college and career readiness. Lifelong academic and personal success relies on concepts introduced in elementary school, these will continue to be fostered through the middle and high school years. This class will help students navigate these important developmental years with practical advice, powerful conversations, and insight into the connection between daily decisions and future outcomes.

Full Year – alternate days

ADVISORY PROGRAM

Advisory programs have been incorporated at the middle school level based on the knowledge and recognition that early adolescence is a developmentally critical time. Young students need support and direction. The students meet daily in small groups with an advisory teacher to discuss topics such as: orientation to a new school or grade, conflict resolution, study skills, peer pressure, and self-esteem. The dual purpose of the program is to enhance student growth and establish connections to adults within the building.

ENGLISH AS A SECOND LANGUAGE

The district offers a free standing English as a Second Language program which is a daily instructional supportive service for culturally diverse students who reside in homes in which English is not the dominant language. Eligibility is based on the results of norm-referenced testing which is administered by district personnel. Students' functioning levels determine the intensity of services provided to *English as a Second Language* students for a maximum of three years.

HOMEWORK CLINIC

Located in the library Monday through Thursday from 3:00-5:00 p.m., this supervised after school program provides students a quiet place to independently work on homework and utilize the computers for school projects.

LIBRARY MEDIA CENTER

The Sayville Middle School Library is a multi-media resource facility that serves grades six, seven, and eight. Through this facility, a varied collection of print and non-print materials including Internet access, books, periodicals, microfiche, CD-ROM, filmstrips, tapes, records, etc., are available. The Library is open during and after school for individual students, small groups, or whole classes to do research or to obtain materials. Reading strategies, as well as reference assistance, are provided to all students.

PUPIL PERSONNEL SERVICES

Pupil Personnel Services are available to students and parents alike. There are many factors which affect student performance and it is the responsibility of the Pupil Personnel Services (PPS) staff to provide prevention, intervention, and outreach services. The Pupil Personnel Department functions within the framework of the district's philosophy to help each student fulfill his or her maximum potential. To enable students to achieve realistic and desired goals while striving for well-adjusted, productive lives, PPS staff work with students, teachers, administrators, and members of the community. The Sayville Middle School PPS Department consists of three Guidance Counselors, a School Psychologist, two Social Workers, School Nurse, Principal and Assistant Principal. To learn more about PPS,

REPORTING ACADEMIC PROGRESS

Report cards (4) will be posted on the **Parent Portal** for parents to view. To provide additional communication, individual teacher *gradebooks* may be available on the parent portal and *interim* progress reports may be distributed throughout the year.

STANDARDIZED TESTING

New York State testing schedule starting January 2012:

- ELA – Grades 6, 7, and 8 administered in April
- Math – Grades 6, 7, and 8 administered in May*
- Science Performance Exam – Grade 8 given in May/June*
- Intermediate Science Assessment – Grade 8 given in June*

**students enrolled in the Algebra Regents Course do not take the NYS Math Assessment*

**students enrolled in the Living Environment Regents Course do not take the NYS Science Performance Exam*

SPECIAL EDUCATION

A student who is suspected of having a possible disability may be referred to the Committee on Special Education (CSE). A student who is determined by the Committee on Special Education to have a disability may receive Special Education services. All special education placements are subject to approval by the Board of Education based upon the recommendation of the Committee on Special Education.