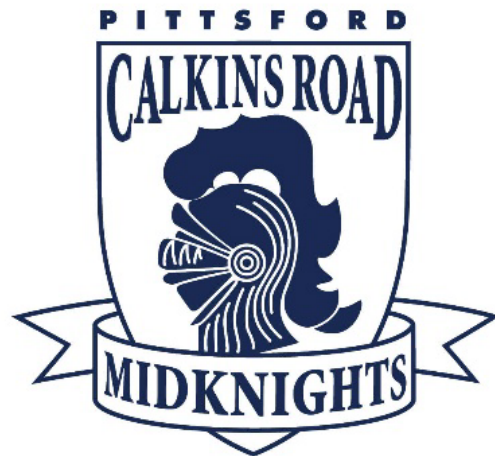


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# Pittsford Schools

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## Program of Studies Middle School



## TABLE OF CONTENTS

	<u>PAGE</u>
Mission, Vision, Core Values .....	3
Program Design - Grades 6, 7, 8.....	4
English curriculum .....	5
Math curriculum .....	6
Science curriculum .....	8
Social Studies curriculum .....	10
World Languages curriculum .....	11
Art curriculum .....	13
Music curriculum .....	14
Physical Education curriculum .....	15
Health Education curriculum .....	16
Family and Consumer Sciences curriculum .....	17
Technology curriculum .....	18
Library Education curriculum .....	19
Counseling .....	20
Enrichment .....	21
Instructional Challenge .....	22
Core Support .....	22
Learning Lab .....	22
Literacy Workshop .....	23
Special Class Reading .....	23
English as a New Language (ENL) .....	24
Speech and Language Services .....	24

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# Pittsford Schools

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## **MISSION STATEMENT**

The PCSD community works collaboratively to inspire and prepare our students to be their best, do their best, and make a difference in the lives of others.

## **VISION**

The Pittsford Middle Schools are an educationally progressive, student-centered learning community committed to excellence through an integrated educational program, with a focus on excitement for life-long learning and a responsibility to provide a caring and harmonious multi-cultural environment.

## **CORE VALUES**

Student-Centered  
Continuous Improvement  
Progressive  
Collaborative  
Supportive Environment for All

## Program Design

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English</b>	Full Year	Full Year	Full Year
<b>Social Studies</b>	Full Year	Full Year	Full Year
<b>Science</b>	Full Year	Full Year	Full Year
<b>Math</b>	Full Year	Full Year	Full Year
<b>World Language</b> <i>(Spanish, French, Latin)</i>	Alt day, full year	Full Year	Full Year
<b>Physical Education</b>	Alt day, full year	Alt day, full year	Alt day, full year
<b>Family and Consumer Sciences</b>	Alt day, half year	Alt day, half year	-
<b>Health</b>	Alt day, half year	-	Alt day, full year
<b>Art</b>	Alt day, half year	Alt day, half year	Alt day, half year
<b>General Music*</b>	Alt day, half year	Alt day, full year	-
<b>Technology</b>	-	Alt day, full year	Alt day, full year
<b>Music Ensembles**</b> <i>(Band, Chorus, Orchestra)</i>	Full Year	Full Year	Full Year

\* = Students not in music ensemble are enrolled in General Music in 7th grade

\*\* = Students in two music ensembles alternate each day

## Core Area Courses

### ENGLISH

The study of English Language Arts in the Pittsford Central School District cultivates literate citizens who think critically, write clearly, communicate effectively, and read with understanding and appreciation.

*As a result of participating in the PCSD English Language Arts program, through reading, writing, speaking, and listening, graduates will effectively and independently ...*

- comprehend a range of texts and media;
- communicate ideas while responding to varying demands;
- generate questions and seek answers through critical analysis of text and media;
- seek understanding of themselves and others;
- embrace lifelong learning and reading for enjoyment;
- develop a critical eye and appreciation for the written word.

English curriculum is sequential, providing the student with a structured approach for learning and applying communication skills and exceeds the New York State Standards for Language Arts. These courses cover the major areas of English Language Arts: reading, writing, speaking, and listening. Each year students will read and analyze a variety of literature genres, including at least one whole class novel and other literary texts. Students will focus on writing, the writing process, research skills, and literary analysis as appropriate for developmental level.

# **MATHEMATICS**

## **Math 6**

Students study five major areas, (1) ratios and proportional reasoning, (2) the number system, (3) geometry, (4) equations, inequalities, and expressions, (5) statistics and probability. Students apply and extend their understanding of rational numbers and operations with rational numbers; they also learn operations with integers, graph points on the coordinate plane, divisibility rules and perfect squares. Students write and solve equations, inequalities and expressions that correspond to a given situation. They also calculate percent, solve proportions, determine the mean, median, and mode of a data set, and determine the probability of a single event.

## **Math 6 Honors**

*Prerequisite: Math Department screening process*

This course is designed for math students who reason at an abstract level, possess academic maturity in study skills, homework detail and completion, and are highly motivated. Math 6 Honors students demonstrate fluency with rational numbers and solve problems using a variety of methods. The program uncovers the topics of the Math 6 program with additional concepts for example: perfect squares to 225 and the area of a circle and volume and surface area of a cylinder. On occasion, calculators may be used to investigate and justify procedures and findings.

## **Math 7**

Students continue to learn mathematics concepts and skills that focus on several areas: (1) Number systems including operations with integers and rational numbers. (2) Equations and expressions with a focus on multi-step contextual problems (3) Proportional Relationships including similar figures, scale drawings, commission, and percent error (4) Statistics and Probability involving comparison of data and compound events (5) Geometry including measurement of angles, surface area, and volume.

## **Math 7H**

*Prerequisite: Successful completion of Math 6 Honors or A+ average in Math 6 and teacher recommendation.*

This course is designed for math students who reason at an abstract level, possess academic maturity in study skills, homework detail and completion, and are highly motivated. Math 7 Honors dives more deeply into the content uncovered by Math 7. Additional topics include the Algebra I concepts: linear functions and operations with monomials.

## **Math 8**

Students learn and investigate a variety of topics including irrational numbers, laws of exponents, features of functions, and solving systems of equations algebraically and graphically. Students study geometry concepts including angle relationships with parallel lines, transformations, congruency, similarity, volume and the Pythagorean Theorem. Statistics involves analyzing bivariate data, scatter plots, informally fitting a linear model to data, and interpreting the slope and y-intercept in context. Students are also introduced to the TI-*n*spire graphing calculator and some graphing features.

## **Algebra I**

*Prerequisite: Successful completion of Math 7 Honors or A+ average in Math 7 and teacher recommendation.*

Students begin the high school mathematics program studying key features of linear, exponential, and quadratic functions. Students translate between verbal descriptions and algebraic representations, using interpretation and reasoning. They recognize arithmetic sequences as linear functions and geometric sequences as exponential functions. They learn to solve quadratic equations using a variety of methods including factoring, the quadratic formula and completing the square. The students solve systems graphically and algebraically, which may include rational solutions or a quadratic linear pair. Using two-way frequency tables or regression lines, student analyze data to solve various problems.

## **SCIENCE**

The focus of the New York State Science Learning Standards is to prepare students for the changes in the way we live and work, and to be sure that our students know what it means to be scientifically literate and can collaboratively problem solve. These are content-rich standards that will serve as a platform for advancing children's 21st-century science skills—their abstract reasoning, their collaboration skills, their ability to learn from peers and through technology, and their flexibility as a learner in a dynamic learning environment. Students will be engaged in dialogue and learning experiences that allow complex topics and ideas to be explored from many angles and perspectives. They will also learn how to think and solve problems for which there is no one solution—and learn science skills along the way.

### **Science 6**

Science 6 is the first year of the Middle School Science program. This program is designed to revisit and build upon the concepts studied at the K-5 level. Students will expand their understanding of crosscutting concepts and science and engineering practices as they delve deeper into science content. Instruction is based on the New York State Science Learning Standards. Core topics include exploring life, cells, matter, human body systems, information processing, reproduction, genetics, natural selection, and Earth's history.

### **Science 7**

Science 7 builds inquiry and wonder by applying the New York State Science Learning Standards to the concepts of matter, energy, waves, and ecosystems. This course builds on the science practices learned in earlier grades and involves several engineering design projects to develop scientific literacy.

### **Science 8**

Science 8 is the last course needed to complete the New York State Science Learning Standards in Middle School Science. It focuses on the development of science skills, engineering practices and cross cutting concepts. Conceptual objectives include units on mechanical and electromagnetic forces, energy transfer, earth and space processes and weather.



### **Earth and Space Sciences R- Grade 8**

*Prerequisites: Algebra I or Algebra I concurrent and/or teacher recommendation*

This is an accelerated course in Earth and Space Sciences. Students must qualify for this course based on previous performance and readiness. Earth and Space Sciences is an inquiry-based exploration of the dynamic interactions shaping our planet and the vastness of the cosmos. This course is based on the New York State Science Learning Standards (NYSSLS) and designed to engage students in authentic science practices providing students with a deep understanding of Earth and space. Key topics include space systems, history of the Earth, Earth's systems, weather and climate and human sustainability. Additional standards from science 8 may be included in this course.

Students must complete 1,200 minutes of laboratory experience to sit for the Regents exam. This course concludes with the NYS Earth and Space Sciences Regents exam.

*This is a high school level course, credited by New York State, and will be included in your child's official high school transcript and high school grade point average.*

# **SOCIAL STUDIES**

## **Grade 6**

During sixth grade, students will explore the Eastern Hemisphere geography, Origins of Civilizations, Early River Valley Civilizations, Classical Civilizations, and World Religions. Students will learn to analyze primary and secondary sources and will regularly incorporate the historical thinking skills into their lessons. Students will also be introduced to the concept of Enduring Issues. The students will complete four common district benchmark exams that help teachers measure the students' ability to successfully master Social Studies skills and content. Current Events will also be discussed as they are applicable to the unit of study.

## **Grades 7 & 8**

The Social Studies program in grades 7 and 8 is a two-year course of study focusing on the social, political, and economic history of the United States. Content follows a chronological review of major events, issues, and people that shaped the nation's development. Students will be introduced to and develop historic thinking skills while working with primary and secondary source documents. Mastery of the historic thinking skills will continue as students' progress into high school.

## **WORLD LANGUAGES**

Our World Language program has been carefully designed to offer students the opportunity to:

- a. Use a language other than English as a tool for communication
- b. Extend their social horizons to include the international community
- c. Understand and appreciate cultures different from their own

### **French 6. Spanish 6**

Level 6 introduces sixth graders to the excitement of language learning. This is the first course in the Middle School sequence. It meets every other day for a full year. Listening comprehension, reading, writing and speaking skills are developed. Basic vocabulary and basic grammar are introduced, as well as aspects of foreign culture.

### **Latin 6**

Latin 6 introduces sixth graders to the rich language, history and culture of the Romans and the Roman Empire. This is the first course in the Middle School sequence. It meets every other day for a full year. Students build a basic Latin vocabulary for use in comprehending Latin stories, and explore English derivatives and Latin expressions used in English. Roman mythology, history and cultural background are integral parts of the course.

### **French 1A. Spanish 1A**

*While there is no prerequisite listed, students who missed the 6<sup>th</sup> grade course may be a little behind. Materials will be provided to help support the students.*

This is the second course in the Middle School sequence. It meets every day for a full year. Listening comprehension, reading, writing and speaking skills are developed. Intermediate vocabulary and basic grammar are introduced, as well as aspects of foreign culture.

### **Latin 1A**

*While there is no prerequisite listed, students who missed the 6<sup>th</sup> grade course may be a little behind. Materials will be provided to help support the students.*

This is the second course of the Latin sequence. It meets every day for a full year. Grammar skills, forms, inflections and principles of syntax are studied. Students build a basic Latin vocabulary for use in comprehending Latin stories, and explore English derivatives and Latin expressions used in English. Roman mythology, history and cultural background are integral parts of the course.

### **French 1B, Spanish 1B**

*Prerequisite: Level 1A*

This is the third course in the Middle School sequence and meets every day. There is a continued emphasis on communication with the goal of an increased ability to express oneself in the target language. Intermediate vocabulary and grammar structure continue to be developed as well as a growing awareness of the foreign culture.

*Due to the structure of our course, students who enter the district in 8<sup>th</sup> grade with no language experience will be automatically deferred to high school level 1 language.*

### **Latin 1B**

*Prerequisite: Level 1A*

This is the third course in the Middle School sequence and meets every day. This course continues to develop the student's acquisition of Latin vocabulary, comprehension skills, understanding of English derivatives and appreciation of Roman culture.

*Due to the structure of our course, students who enter the district in 8<sup>th</sup> grade with no language experience will be automatically deferred to high school level 1 language.*

***New York State Proficiency Examination (Checkpoint A) will be administered to all World Language students at the end of level 8. Students who pass the level 1B course and this examination will earn one unit of high school credit.***

## Encore Area Courses

### Art

The mission of Art education in the Pittsford Central School District is to prepare students to be visually literate, foster an appreciation for the arts, express or communicate original ideas, and understand the interdisciplinary and cultural connections to the world in which they live.

The goal of the three-year middle school art program is to provide an experience that aligns directly with the NYS Visual Art Standards (Connecting, Creating, Presenting & Producing, and Responding). **Major Units of Study Include:** Drawing from Reality, Resource Based Artwork, and Portraiture. Each year of middle school, students attend art class alternate every other day for one semester.

#### **Grade 6**

Students explore and use a variety of mediums and sources for developing and conveying ideas, images, and themes in their creation of art while also learning to reflect on, interpret, and evaluate works of art using the language of art criticism. Students explore art from a variety of cultures and time periods, gaining an understanding of the role of art and its impact on society.

#### **Grade 7**

Students build upon the skills developed in sixth grade as they use a variety of art materials, processes, mediums, and techniques as they focus on developing skill and persistence in art-making approaches. Seventh graders explore art as a means to better understand human society, while also considering how a person's artistic choices are influenced by the culture, time, place, and environment in which they live.

#### **Grade 8**

Students continue to develop and deepen their understanding of art techniques as they reflect on, interpret, evaluate, and plan revisions for a work of art in-process, using the language of art criticism through critique and written reflection. They compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the way they are expressed in other disciplines. Using a variety of art materials, processes, mediums, and techniques, including appropriate technologies, students create and exhibit their works of art.

# **MUSIC**

## **General Music**

General Music is a required course for all 6<sup>th</sup> grade students. Students in 7<sup>th</sup> grade are enrolled in General Music unless they are enrolled in a music ensemble. The class will explore the basic concepts of music using a variety of instruments and techniques including keyboards, guitars, computers, Musical Instrument Digital Interface (MIDI) technology, improvisation, composition, and performance. This class meets every other day for one semester.

*In addition to General Music, students may also select to participate in the following:*

## **Band or String Orchestra**

These organizations provide continuing ensemble experience for wind instrumentalists, string instrumentalists and percussionists. Participating students have the opportunity to play instrumental literature from pre-classical to contemporary styles stressing the techniques of good ensemble playing. Both groups meet every day for a full year and perform several evening concerts during the year. Members of these groups take weekly small group lessons on their instruments. They also are eligible to audition for the select instrumental ensembles.

## **Chorus**

This ensemble is designed for those students who enjoy singing in a large group. Musical literature is selected from a variety of time periods, including classical styles, popular styles and “show tunes.” Students will also study basic vocal techniques. Chorus meets every day for a full year and performs several evening concerts during the year. Participating students are eligible to audition for the select vocal ensembles.

## **PHYSICAL EDUCATION**

The goals of Physical Education in the Middle School are to develop in all students an attitude of appreciation for physical activity and to provide students with foundational knowledge and understanding of team sports, individual sports, and recreational activities. In addition, we will use the physical education setting to teach and enhance the social emotional learning habits of students. Students will engage in activities that provide opportunities for collaboration, communication, conflict resolution, problem solving and sportsmanship.

Activities taught to students include soccer, flag football, wrestling, basketball, volleyball, swimming, softball, recreational games, golf, weight training, cross-country running, hockey, racket sports, aerobics, team handball, lacrosse, dance, and yoga. Some activities may vary based on available facilities.

In addition to Physical Education instruction, intramurals available for students in grades 6, 7, & 8, with interscholastic sports are available throughout the school year for students in grades 7 & 8.

## **HEALTH EDUCATION**

*Health Education is taught by certified Health Educators in grades 6 and 8. These classes are skills-based, student-centered, and deeply rooted in the Social Emotional Learning framework.*

### **Sixth Grade**

The main units in Sixth Grade Health are **Social/Emotional Health; Safety** (including physical, emotional, and digital safety); **Alcohol, Tobacco, and Other Drugs; and Your Changing Body**. Each unit is structured to provide students with developmentally appropriate functional knowledge and skills for keeping their mind and bodies healthy. Body image; social, emotional, physical and cognitive changes of puberty; gender, gender identity, gender expression; basic anatomy & physiology of human reproductive systems; and menstruation basics are all part of the final unit, **Your Changing Body**. Throughout the course, students learn strategies for dealing with stress and emotions in healthy ways, how to be an upstander, and how to practice assertive refusal skills to cope with negative peer pressure.

### **Eighth Grade**

The main units taught in 8th Grade Health are **Self-Management** (development of wellness habits and health behaviors); **Stress-Management** (identifying stressors and stress responses) ; **Planning & Goal-Setting; Decision-Making** (including the role of stress, alcohol or other drugs on the ability to make health decisions); **Relationships & Communication**; and **Sexual Health\***. An additional unit on **Advocacy** may be taught separately OR integrated into multiple other units throughout the year. The focus once again is on providing students with developmentally appropriate functional knowledge and skills for keeping their mind and bodies healthy. Throughout the course, students learn how to identify medically accurate information to inform their decision-making processes, and how to advocate for their own social-emotional and physical health and well-being.

*\*\*\*A parent letter will be sent ahead of this unit detailing learning outcomes and tentative dates for each topic.*



## **FAMILY AND CONSUMER SCIENCES**

Family and Consumer Sciences is a Career and Technical Education (CTE) course mandated in middle school that is designed to explore self, family, and community to meet present and future responsibilities as family and community members. Students in grade six attend Family and Consumer Sciences class alternate days for one semester for a total contact time of 10 weeks; 7<sup>th</sup> grade students attend Family and Consumer Sciences class alternate days for the entire school year for a total contact time of 20 weeks.

Family and Consumer Sciences Education empowers individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. Family and Consumer Sciences Education prepares students for success in both postsecondary education and employment. Units of study include Food and Nutrition, Financial Management, Career Exploration/Development, Decision Making, Textile and Clothing Management, Family/Interpersonal Relationships.

## TECHNOLOGY

Project Lead the Way's Gateway curriculum is an innovative program addressing the interest and energy of middle school students, while incorporating national standards in mathematics, science, and technology. GTT is "activity based" exposing students to the process of how technology is used in engineering to solve everyday problems. There are currently five instructional units that excite and motivate students to use their imaginations. They are designed to promote creativity and innovation, while gaining skills needed to develop, produce, and use products and services.

### Grade 7

Students work with the most current/relevant CAD program in unit 1 entitled "**Design and Modeling**". They learn about 3D solid modeling and apply their introductory knowledge to solve various problems. In unit 2, "**Science of Technology**" students apply their understanding of basic scientific principles to a variety of problems and create a solution which they design, build, and implement their solutions.

### Grade 8

In the second year of Technology Education, students receive an introduction to the "**Magic of Electrons**." The focus is on the construction of simple electricity and electronics projects. Projects are constructed using step-by-step instructions addressing fundamental theory along the way. This is followed with a unit exploring programming with activities in "**Computer Science for Innovators and Makers**". Within this unit students use block-based programming to solve problems or complete various tasks. In the last unit, "**Automation and Robotics**," students build mechanical devices using parts supplied by VEX Robotics and learn introductory programming. Students build skills and knowledge related to the function and operation of a robot and apply those skills addressing a given problem. Students then construct, wire, and program simple mechanical models to trouble shoot and test their ideas.

## **LIBRARY EDUCATION PROGRAM**

The School Library instructional program is based on the national standards of the American Association of School Librarians. These standards promote inquiry-based learning and foster the development of foundational, transferable skills that students will use to continue learning throughout their lives. Students are encouraged and empowered to become independent thinkers, skilled researchers and creative communicators.

Students are taught how to plan and structure their research, apply effective online search strategies and evaluate information according to specific criteria. They learn to use a variety of tools and media to effectively communicate, create and share their knowledge with others. As members of a learning community, they are taught to respect intellectual property and to adhere to the principles governing the legal and ethical use of information and ideas.

Working with rich collections of print and digital materials, students learn to use multiple sources of information and to seek out diverse opinions and perspectives as they construct their own understandings. Reading for enjoyment is encouraged and supported by strong collections of inclusive popular fiction, non-fiction and graphic novels. Reader's advisory services are available from all library staff.

## **COUNSELING**

The Pittsford School Counseling Program is comprehensive, developmental, and preventative in nature. It is designed to help all students become effective learners, achieve personal and social goals, and develop into responsible, contributing members of a global society. The Pittsford School Counseling Program is aligned with the Pittsford district mission and contributes to the goals of the district's comprehensive action plans.

The counseling staff at PCSD middle schools is committed to helping all students become effective learners, achieve personal and social goals, and develop into responsible, contributing members of society. The counselors respond to the needs of students and parents in proactive and preventative ways through individual and group counseling, classroom instruction, parent-teacher conferences, and professional and teacher consultations. Counseling services are made available to students in several ways. Developmentally appropriate group lessons include a focus on respect, stress management, peer relationships, and career exploration. Counselors lead community circles at all three grade levels to help foster and strengthen relationships among students and with staff.

The PCSD middle school counseling staff is dedicated to ensuring your student has a smooth transition to middle school and high school. We communicate extensively with elementary school teachers, counselors, and administrators to gather data for placement of our incoming 6<sup>th</sup> graders. We then meet individually with every 8th grader to discuss high school courses and electives. We provide the high school counselors with pertinent information so they can have an overview of your student. Please contact us if you have any questions!

## **ENRICHMENT PERIOD**

The Enrichment period will attempt to address the diverse needs and interest of the Middle School student. The core team comprised of English, Social Studies, Math and Science will collaborate with the Wellness, Arts, and Technology Teams as well as outside sources to develop a comprehensive program. This period will provide a variety of opportunities that will engage all students in learning activities which stimulate inquiry, creativity, and discovery.

## **SUPPORT SERVICES (by referral only)**

### **INSTRUCTIONAL CHALLENGE**

Instructional Challenge provides ELA enrichment opportunities for gifted and high performing middle school students to work with like ability peers and grow cognitively and affectively so that they will develop their abilities and talents. Additionally, we facilitate the Acceleration Review Process for gifted students in the 6-8 program. Consultation is available at the middle school level, and professional learning experiences, pertaining to high performing and gifted students, are offered for all district staff.

### **CORE SUPPORT**

**Prerequisite:** Placement by the Committee on Special Education.

Core Support is a program for students who have been identified with a disability by the Committee on Special Education. The program provides additional support in all the content areas. Core Support also focuses on specific skill areas such as writing, reading, mathematics, organization, time management, study strategies, test-taking skills, listening skills, and social lessons. The class is offered on a daily basis, but students may participate at various levels depending on their needs.

### **LEARNING LAB (Alternate Day 504 Support)**

**Prerequisite:**

- A current 504 plan
- PST approval deeming a student's qualification for Learning Lab

Learning Lab is a class offered with classroom accommodations that appears on a 504 plan to students in need of systematic ongoing direct instruction that targets executive function, study, and self-advocacy skills. Learning lab consists of small groups that meet alternate days for 39 minutes. Learning Lab replaces a study hall when possible; in some cases, Learning Lab may take the place of an encore class. Learning Lab involves goal-oriented instruction with the goals often addressed through content material. Students should not come to Learning Lab expecting to just work on homework. The goal of Learning Lab is for students to develop and internalize strategies to aid in more independent learning; for those students scheduled into learning lab, the continued need for Learning Lab will be

evaluated at least once per year.

*NOTE—if a student struggles solely with homework completion, study halls (including after school study hall and/or Homework Club) are a more appropriate form of support.*

## **LITERACY WORKSHOP**

**Prerequisite:** *Recommendation by the school’s Instructional Support Team based on multiple data sources.*

Literacy Workshop is designed to help students strengthen basic literacy skills. Students in literacy workshop receive small group, targeted instruction in word study, reading fluency, reading comprehension, and writing about reading. Strong literacy skills deepen learning and contribute to success in all aspects of life. With that in mind, literacy specialists pull a variety of fiction as well as nonfiction texts to teach skills and strategies. Materials used may include whole texts or excerpts from texts that support content learning to help ensure students internalize and transfer strategies across both academic and personal settings.

Literacy Workshop meets alternate days. Class length is 39 minutes. Multiple data points are considered when determining whether a student is in need of literacy support at the middle level.

## **SPECIAL CLASS READING**

**Prerequisite:**

- *Eligibility meeting that deems special class reading appropriate and placed on IEP as a recommended special education program and service*

Special class reading is a special education program available to students with IEPs that provides specially designed instruction to build and develop the foundational skills of reading, fluency, writing, and spelling to help students to progress toward their annual IEP goals and in the general education curriculum. The service is added to the IEP as a recommended special education program and service after meeting eligibility requirements and prerequisites. Special class reading is a daily reading support that provides explicit and systematic instruction to meet the needs of an individual student. Students meet for 39 minutes every day in a small group setting to develop skills and strategies necessary to achieve their annual IEP goals and to progress in the general education curriculum.

## **ENGLISH AS A NEW LANGUAGE (ENL)**

### **Prerequisite:**

- *Placement by the ENL Department according to NYSITELL/NYSESLAT score.*

Stand-Alone ENL Support is a class for students who have been identified as an English Language Learner via their performance on the New York State Identification Test for English Language Learners (NYSITELL) or New York State English as a Second Language Achievement Test (NYSESLAT). The Stand-Alone class provides additional support in all the content areas. Stand-Alone ENL focuses on specific language skill areas such as vocabulary acquisition, decoding, language comprehension, word recognition, building background knowledge, and listening, reading, and writing strategies. The class is offered daily or every other day depending on the student's English proficiency level.

Additionally, ELL students at the Transitioning, Expanding, and Commanding levels may receive Integrated ENL support in one or more of their core content classes, which may be co-taught by a certified ENL teacher and a content area teacher.

## **SPEECH AND LANGUAGE SERVICE**

### **Prerequisite:**

- *Evaluation and recommendation completed by a Speech Language Pathologist (SLP). Eligibility for services is based upon decisions made by the Committee on Special Education. A speech and language evaluation may be requested by the Pupil Service Team (PST) or parents.*

Speech language therapy is provided to students demonstrating a speech and/or language impairment that impacts their educational performance. Areas of difficulty may include receptive (understanding) and expressive (use) language, language processing, articulation, fluency, voice, social thinking, and/or auditory processing. Therapy may be provided individually or in small groups in the therapy room, classroom, or special class based on the need and recommendation of the speech language pathologist. Goals and service delivery are identified on the student's Individual Education Program (IEP). Speech and language therapy is provided on a cyclical model which includes direct and indirect (consultation) support from a speech language pathologist. Speech and language consultation hours are provided to support collaboration with team members and promote generalization of skills to all settings.