



# **Woodmere Middle School**



## **Course of Study Guide**

### **2024-2025**

**HEWLETT-WOODMERE SCHOOL DISTRICT**

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### **The Woodmere Middle School Shared Vision**

The Woodmere Middle School faculty is committed to maintaining a caring and nurturing environment where everyone feels supported in their intellectual, social and emotional growth. We celebrate diversity, wellness and individuality and strive to maximize the unique potential of every student as we prepare them to be lifelong learners. Through the use of purposeful instructional strategies, a variety of course offerings and hands-on activities, we empower students to become active learners who are creative problem solvers and independent thinkers. We embrace our partnership with the school community as we help students develop into respectful and responsible global citizens.

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The Woodmere Middle School Counseling Department is committed to helping students attain their full academic potential, foster responsibility, and develop a sense of self-worth as they strive to identify and clarify personal values and goals. This is possible because of the supportive relationships with the students, parents, community, teachers and administrators of Woodmere Middle School.

To help you prepare for the next year and the challenges that lie ahead, we have developed this curriculum guide. This guide is organized with the intent of presenting all academic programs and options for your child. Due to the fluid nature of curricular requirements and student needs, all of these classes may not be available in a given year. In addition, please take note that the exploratories listed cannot be requested. Our goal is to have students experience as many exploratories as possible during their middle school years. However, if your child has other scheduling commitments (such as Chorus, Band, Resource Room or Special Support Class) this may impact the number of exploratories your child is able to take.

We encourage you to take the time to read through the following pages and focus on the courses in which your child will be enrolled. As always, should you have any questions or concerns, please feel free to call your child's counselor. We thank you for your continued support and are looking forward to a successful school year.

Mr. Bonanno  
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Mrs. Brewer  
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## **NEW YORK STATE LEARNING STANDARDS**

The Board of Regents has adopted Learning Standards, which incorporate changes in the content standards and performance indicators. New high school graduation assessments and requirements are based upon these standards. The following standards are posted on the New York State Education Department website (<http://www.p12.nysed.gov/ciai/standards.html>).

### **English Language Arts (ELA)**

NYS Learning Standards which align instruction so that many more students can meet the requirements of college and career readiness. These standards address:

- reading literature
- reading informational texts
- speaking and listening,
- language (conventions, knowledge of language, and vocabulary)
- writing

### **The Arts**

1. Actively engage in the process that constitutes creation and performance in the Arts (Dance, Music, Theater and Visual Arts) and participate in various roles in the Arts.
2. Be knowledgeable about, and make use of, the materials and resources available for participation in the Arts in various roles.
3. Respond critically to a variety of works in the Arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
4. Develop an understanding of the personal and cultural forces that shape artistic communication and how the Arts, in turn, shape the diverse cultures of past and present society.

### **Health, Physical Education and Family and Consumer Science (Health, PE, FCS)**

1. Have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.
2. Acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
3. Understand and be able to manage personal and community resources.

## NEW YORK STATE LEARNING STANDARDS (continued)

### Career Development and Occupational Studies (CDOS)

1. Be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.
2. Demonstrate how academic knowledge and skills are applied in the workplace and other settings.
  - A) Demonstrate mastery of foundation skills and competencies essential for success in the workplace.
  - B) Choose a career major and acquire career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in post-secondary programs.

### World Languages/Languages Other Than English (LOTE)

- **Communication-** Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
  - **Interpretive Communication-** Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
  - **Interpersonal Communication-** Learners interact and negotiated meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.
  - **Presentational Communication-** Learners present information and ideas on a variety of topics, adapted to various audiences of listeners, readers, or viewers to describe, inform, narrate, explain or persuade.
- **Cultures-** Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
  - **Relating Cultural Practices and Products to Perspectives-** Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
  - **Cultural Comparisons-** Learners use the target language to compare the products and practices of the cultures studied and their own.



## **NEW YORK STATE LEARNING STANDARDS** (continued)

### **Mathematics, Science and Technology**

1. Use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers and develop solutions.
2. Access, generate, process and transfer information using appropriate technologies.
3. Understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability and trigonometry.
4. Understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment, and recognize the historical development of ideas in science.
5. Apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.
6. Understand the relationships and common themes that connect mathematics, science and technology, and apply the themes to these and other areas of learning.
7. Apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

### **Social Studies**

1. Use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
2. Use a variety of intellectual skills to demonstrate understanding of major ideas, eras, themes, developments and turning points in world history, and examine the broad sweep of history from a variety of perspectives.
3. Use a variety of intellectual skills to demonstrate understanding of the geography of the independent world in which we live - local, national and global - including the distribution of people, places and environments over the earth's surface.
4. Use a variety of intellectual skills to demonstrate understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources; how major decision-making units function in the United States and other national economies; and how an economy solves the scarcity problem through market and non-market mechanisms.
5. Use a variety of intellectual skills to demonstrate understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights and responsibilities of citizenship, including avenues of participation.

*Note:* The New York State (NYS) Board of Regents has approved the Common Core Learning Standards (CCLS) for Mathematics and the CCLS for English Language Arts (ELA) & Literacy

in History/Social Studies, Science and Technical Subjects. One of the main goals was to develop a “common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need...” The CCLS in ELA require that reading, writing, speaking, listening, and language be a shared responsibility within the school. In addition to the NYS Learning Standards listed above, all departments have aligned their curricula with the CCLS.

## **GRADE LEVEL COURSE REQUIREMENTS**

### **Grade 6**

All sixth graders receive daily instruction in each of the following subjects:

English Language Arts  
Interdisciplinary Studies  
Math  
Science  
Social Studies

### **Grades 7 and 8**

All seventh and eighth graders receive daily, at least one period of instruction in each of the following subjects:

World Language (unless exempt as indicated on IEP)  
English Language Arts  
Math  
Science  
Social Studies

\* **Physical Education is a required course for all grade levels.**

# Empowering the Next Generation for Success in Life

## Our Vision

Empowering the next generation for success in life.

## Our Mission

Hewlett-Woodmere Public Schools provides an engaging curriculum in a caring, student-centered learning environment that is designed to maximize individual potential, cultivate character, and celebrate success.

## Our Beliefs/Values

We believe that student learning occurs best in a *safe, supportive, and nurturing environment where diversity and inclusion are valued.*

We aim to create *equitable learning and work environments* that encourage compassion and respect for ourselves, one another, and our individual differences.

We value *innovation in teaching and learning* that supports and promotes student wellness: social, emotional, and intellectual well-being.

We honor our commitment to the Hewlett-Woodmere community to *create opportunities for students to fulfill their potential* and achieve personal success.

We believe that *meaningful collaboration* with parents, community members, staff, and students builds strong relationships and increases parental involvement.



## Our Goals

1. Ensure high quality and innovative curriculum, instruction, and learning.
2. Provide a network of student support to meet the needs of the whole child.
3. Strengthen family, school, and community partnerships to support student growth.
4. Provide efficient and cost-effective operations, systems, and services.

## **ART DEPARTMENT**

The Art program at Woodmere Middle School is based on The New York State Standards for the Arts, and is driven by the Performance Indicators, which describe what students should know and be able to do at each grade level. It is a sequential program that is based on the Elements and Principles of Art and Design. Aesthetics, art history, art criticism, interdisciplinary learning and career exploration are integral components of the program at every level. Students may be scheduled for Art and/or Art Workshop based on schedule availability.

### **Art Grade 6:**

Art 6 is the integration and culmination of previous art studies and skill development. Learning based on the Standards emphasizes and extends the elements and principles of art to include the study of artistic traditions of diverse cultures, as well as western art history. Media include: pencil, charcoal, pastel, tempera paint, ceramics and other three-dimensional materials.

### **Unified Art Grade 6:**

Unified Art is an opportunity for students to continue their study of the Visual Arts. Learning based on the Standards emphasizes and extends the elements and principles of art to include the study of artistic traditions of diverse cultures, past and present. Sixth grade social studies concepts are reinforced through interdisciplinary connections. Media include: pencil, charcoal, watercolor and collage in two and 3 dimensions.

### **Art Grade 7:**

Art 7 synthesizes and extends previous grade level art studies and skill development. Two and three-dimensional design is explored through the development of concepts in line, value, texture, emphasis, unity, balance, proportion, rhythm/movement and variety. Science and math concepts are reinforced through areas of focus in the 7<sup>th</sup> grade art curriculum. These topics include: color, light, negative and positive space, and movement. One-point perspective is introduced. Media include: pencil, charcoal, pastel, tempera paint, ceramics and other three-dimensional materials. Please note that Grade 6 Art is not a prerequisite for this class.

### **Art 7 Workshop:**

Art 7 Workshop is another opportunity for students to continue their study of the visual arts. The elements and principles of art are again reinforced and extended to include the study of the cultural and artistic traditions of diverse cultures as well as European and American art history. Emphasis is on creative thinking and problem-solving using a variety of media including pencil, paint, ceramics and other three-dimensional materials.

## **ART DEPARTMENT** (continued)

Areas of focus are shape and form, with an emphasis on three-dimensional design. Please note that Grade 7 Art is not a prerequisite for this class.

### **Art Grade 8:**

The Art 8 curriculum presents an in-depth exploration of the elements of art and principles of design. Students explore a wide variety of media and are introduced to two-dimensional and three-dimensional artistic techniques. Drawing lessons reinforce the use of perspective, shading, contour lines, gesture and figure drawing. Methods of drawing from observation and from the imagination are explored. Students demonstrate their understanding of composition and creative problem-solving in the projects assigned. An investigation of art history and artistic styles is integrated into the curriculum. This work is extended through critical analysis and reflection of student work, strengthening expressive language skills. Students learn about career opportunities in the visual arts through research and classroom presentations. Please note that Grade 7 Art is not a prerequisite for this class.

### **Art 8 Workshop:**

The 8th grade Art Workshop curriculum continues with an in-depth exploration of the elements of art and the principles of design. Art lessons reflect the New York State Learning Standards for the Arts. Students explore a variety of artistic media and demonstrate skill with drawing, one point perspective, shading, lettering and graphic design. An introduction to art history is integrated within the curriculum. Students explore the art styles of Cubism, Surrealism, Realism, Expressionism, Pop Art and Abstract Art through two-dimensional and three-dimensional art projects. Media include: pencil, pen and ink, watercolor, ceramics and other three-dimensional materials. Please note that Grade 7 Art is not a prerequisite for this class.

### **Visual Literacy**

The Visual Literacy curriculum seeks to expand students' concept of art. Students will gain an awareness of the impact of design on our lives and explore a wide variety of objects and images from mass media and culture. Lessons reinforce the use of the elements of art and principles of design. Students will creative problem solve through the creation of logos, product design, political cartoons and advertisements. Art lessons reflect the New York State Learning Standards for the Arts. Students explore a variety of artistic media and technology. The emphasis of the course will be to engage students to observe, think, communicate, problem solve and create graphically.

## ART DEPARTMENT (continued)

### Studio in Art:

Studio in Art is an 8th grade accelerated course that students must qualify for through a performance evaluation completed in the 7th grade. Studio in Art offers students the opportunity to earn the one-credit graduation requirement for the Arts and is a prerequisite to many of the elective art courses at the high school level. Developing facility with materials and media requires an expanse of time and concentration of involvement. To accommodate this kind of engagement, the course is offered for a double period every other day. The Studio in Art curriculum includes a range of art concepts, principles and media experiences. Two-dimensional and three-dimensional design are explored through the further development of concepts in line, value, texture, emphasis, unity, balance, proportion, rhythm/movement and variety. Art history and aesthetics are integrated into the curriculum. Media include: pencil, charcoal, pastel, acrylic paint, easel painting, ceramics and other three-dimensional materials. The implementation of a new 3D printer will enable students to realize design prototypes in three dimensions. Career choices in the visual arts are examined. **Final averages in Studio in Art will appear on students' permanent high school transcripts.**

## **ENGLISH LANGUAGE ARTS DEPARTMENT**

### **Grade 6 ELA:**

The sixth grade English Language Arts program is designed to develop students' skills in literature, reading, writing, and language as delineated in the NYS Learning Standards. The literacy experiences in which our students are involved are part of a continuum of learning that will lead our students to the outcomes outlined in the Hewlett-Woodmere Student Outcomes. The core curriculum for this course is from Columbia Teachers College Reading and Writing Workshop Project. In the workshop, students engage in a variety of writing activities including personal narrative, literary essay and argument essay. Students learn both process and on-demand writing. Grammar and vocabulary are taught explicitly within the units of study and students maintain writers and readers notebooks. Research skills are reinforced through the development of an inquiry-based interdisciplinary research paper requiring students to organize, analyze, and synthesize information from a variety of sources. In addition, during the argument unit, students are taught to argue persuasively with references to related sources and multiple perspectives. The reading workshop allows students an individualized reading program in which they are able to comprehend increasingly difficult texts. Through the workshop model, students read a variety of genres including biographies, fantasy, historical fiction, poetry, and other non-fiction pieces. Emphasis is placed on student voice in the choice of their texts; and lessons are designed to support readers as they move in and across levels and genres.

### **Interdisciplinary Grade 6**

All 6th grade students are enrolled in Interdisciplinary. The goals of the 6th grade Interdisciplinary class are to:

- support the transition to middle school through orientation activities and study skill instruction,
- immerse students in non-fiction reading in the various content areas,
- reinforce understandings of targeted math topics,
- engage students in scientific inquiry, and
- provide Academic Intervention Services (AIS) to identified students.

There is a focus on academic vocabulary, grammar, reading and writing that complements topics covered in other courses. Aligned to the New York State Literacy Standards for Informational Reading in Social Studies, Science, and other Technical Subjects, Interdisciplinary class allows students to explore content areas, via text, while being instructed on specific skills and strategies to use when reading for information.



## **ENGLISH LANGUAGE ARTS DEPARTMENT** (continued)

### **Reading Lab Grade 6:**

Reading lab is an academic intervention service (AIS) designed for students who need additional support in reading and writing. Using a research-based literacy program (LLI), students will receive targeted instruction in reading and writing at their instructional level. Students will work in small-guided groups on the various skills to support reading growth. Student progress will be monitored and data will be shared with parents, classroom teachers, School Counselors, and building administration.

### **ELA Grade 7:**

The seventh grade English Language Arts program is designed to develop students' skills in literature, reading, writing, and language as delineated in the New York State Learning Standards. The literacy experiences in which our students are involved are part of a continuum of learning that will lead our students to the outcomes outlined in the Hewlett-Woodmere Student Outcomes. The core curriculum for this course is from Columbia Teachers College Reading and Writing Workshop Project. In the workshop, students engage in a variety of writing activities including personal narrative, literary essay and research-based argument essay. Students learn both process and on-demand writing. Grammar and vocabulary are taught explicitly within the units of study and students maintain writers and readers notebooks. Research skills are reinforced through the development of an inquiry-based interdisciplinary research paper requiring students to organize, analyze, and synthesize information from a variety of sources. In addition, during the argument unit, students are taught to argue persuasively with references to related sources and multiple perspectives. The reading workshop allows students an individualized reading program in which they are able to comprehend increasingly difficult texts. Through the workshop model, students read a variety of genres including biographies, dystopian novels, historical fiction, poetry, and other non-fiction pieces. Emphasis is placed on student voice in the choice of their texts; and lessons are designed to support readers as they move in and across levels and genres.

### **Reading Lab Grade 7:**

Reading lab is an academic intervention service (AIS) designed for students who need additional support in reading and writing. Using a research-based literacy program (LLI) students will receive targeted instruction in reading and writing. Students will work independently, in small-guided groups, and as a class on the various lessons and skills to support reading growth. Student progress will be monitored and data will be shared with parents, classroom teachers, School Counselors, and building administration.

## **ENGLISH LANGUAGE ARTS DEPARTMENT** (continued)

### **ELA Grade 8:**

The eighth grade English Language Arts program is designed to develop students' skills in literature, reading, writing, and language as delineated in the NYS Learning Standards. The literacy experiences in which our students are involved are part of a continuum of learning that will lead our students to the outcomes outlined in the Hewlett-Woodmere Student Outcomes. The core curriculum for this course is from Columbia Teachers College Reading and Writing Workshop Project. In the workshop, students engage in a variety of writing activities including memoir, literary essay, research-based argument, poetry, and other creative writing opportunities. Students will become proficient at on-demand and process writing. Research skills are reinforced through the development of an inquiry-based interdisciplinary research paper requiring students to organize, analyze, and synthesize information from a variety of sources. In addition, during the argument unit, students are taught to argue persuasively with references to related sources and multiple perspectives. Grammar and vocabulary are taught explicitly within the units of study and students maintain writers and readers notebooks. The reading workshop allows students an individualized reading program in which they are able to comprehend increasingly difficult texts. Students continue to participate in an individualized reading program and engage in more complex reading in preparation for the demands of high school reading. Through the workshop model, students read and analyze a variety of genres including, historical fiction, realistic fiction, non-fiction, memoir, and poetry

### **Reading Lab Grade 8:**

Reading lab is an academic intervention service (AIS) designed for students who need additional support in reading and writing. Using a research-based literacy program (LLI) students will receive targeted instruction in reading and writing. Students will work independently, in small-guided groups, and as a class on the various lessons and skills to support reading growth. Student progress will be monitored and will be shared with parents, classroom teachers, School Counselors, and building administration.

## **HOME AND CAREERS DEPARTMENT**

Home and careers meet every other day for one semester. The course curriculum is aligned with the Common Core State Learning Standards as well as New York State Career Development and Occupational Studies (CDOS).

### **Home and Careers Grade 6:**

This course offers an introduction to the major units of “Character Education,” “Personal and Career Development,” “Foods and Nutrition” and “Sewing Construction”. Student projects focus on developing a growing awareness of the “unique you.” Students are provided with the foundation to make sound decisions for positive character development and to meet individual personal and career goals. Topics covered in this class include:

- Kitchen Safety and Sanitation
- Basic Cooking Methods
- The Food Plate and Basic Nutrition Facts
- Identifying Personal Interests and Strengths
- Relationships: Family and Friendships
- Career Development
- Sewing/Clothing

### **Home and Careers Grade 7:**

This course builds on the Grade 6 curriculum, offering a more in-depth study of the major units of “Character Education,” “Personal and Career Development,” “Foods and Nutrition,” and “Consumer Education.” Students continue to develop self-awareness of their “uniqueness” as a tool for setting long and short-term personal and career goals. Hands-on student projects offer the opportunity to apply decision-making skills to make positive choices in the areas of interpersonal relations, character development, food and nutritional alternatives, and career options. Please note that Grade 6 Family and Consumer Sciences is not a prerequisite for this class. Topics covered in this class include:

- Kitchen Measurement, Safety, and Equipment
- Healthy Habits and Food Choices
- Nutrition/Wellness
- Babysitting and Child Development
- Decision-Making and Personal Values
- Career Paths

## **HOME AND CAREERS DEPARTMENT**

(continued)

### **Home and Careers Grade 8:**

Building on Grades 6 and 7 curricula, this course offers an in-depth opportunity to focus on the major units of “Character Education,” “Personal and Career Development,” and “Foods and Nutrition,” the framework of these units, student projects continue to develop the intra- and interpersonal skills needed to make healthy choices and decisions, to develop positive self-images, and to set realistic personal and career goals. Please note that Grade 7 Family and Consumer Sciences is not a prerequisite for this class. Topics covered in this class include:

- Value Systems and Goal Setting
- Communication
- Personal and Career Analysis
- Personal Financial Management
- Nutrition
- Food Preparation

## **HEALTH DEPARTMENT**

The middle school health curriculum will introduce students to the value of a healthy lifestyle. The goal of the curriculum is to better prepare the students to meet the challenges of healthy living, with the knowledge and skills that will enable them to make responsible and informed decisions. The curriculum focuses on all aspects of health and well-being - physical, mental, and social.

### **Health Grade 6:**

- Introduction/Ice breakers
- What is health (mental, physical, social)
- Mental Health (stress/relaxation)
- Healthy decision-making
- Character education
- Dangers of alcohol & related diseases
- Peer pressure/refusal skills
- Hygiene
- Immune system

### **Health Grade 7:**

- Introduction/What is health
- Decision-making
- Personality (types and characteristics)
- Goal Setting
- Importance of Nutrition
- Peer pressure/Bullying/Cyber Bullying
- HIV/AIDS
- Dangers of Tobacco/Vaping/E-cigs
- Internet Safety

### **Health Grade 8:**

- Introduction and Icebreakers/What is health
- Communication and conflict resolution
- Substance Abuse (ATOD)
- Dangers of vaping/Juuling
- Relationships
- Sexual Harassment
- Human Sexuality (male & female reproductive systems)
- Contraception
- Sexually Transmitted Infections/HIV/AIDS
- Internet Safety
- Digital Citizenship (responsible use of Social Media)

## **MATHEMATICS DEPARTMENT**

### **Student Outcomes**

The Hewlett-Woodmere School District is dedicated to ensuring that its students develop content mastery with respect to both conceptual understanding and procedural skill and practice. This is part of a continuum of learning that will lead our students to the objectives outlined in the Hewlett-Woodmere Student Outcomes.

### **Mathematics 6:**

Mathematics 6 includes all the 6th grade New York State Next Generation Learning Standards for Mathematics. Students will also begin to develop an understanding of algebra, which will be the basis for all future mathematics courses. Students will focus on proportional reasoning, expressions and equations, geometry and operations with integers.

### **Mathematics Lab Grade 6:**

*This course complements the mathematics curriculum in Mathematics 6 and gives additional support to those students whose math skills need reinforcement as identified through standardized testing and/or teacher recommendation. Classes meet every other day throughout the school year. Students will learn strategies that will help them master topics taught in their 6<sup>th</sup> grade class.*

### **Mathematics 7:**

Mathematics 7 includes all the 7th grade New York State Next Generation Learning Standards for Mathematics, as well as some of the 8<sup>th</sup> grade learning standards. Students will focus on proportional reasoning, expressions and equations, geometry, statistics and probability. Students who demonstrate mastery of the material in this course will be prepared for Algebra I in 8<sup>th</sup> grade.

### **Mathematics Lab Grade 7:**

*This course complements the mathematics curriculum and gives additional support to those students whose math skills need reinforcement as identified through standardized testing and/or teacher recommendation. Classes meet every other day throughout the school year. Students will learn strategies that will help them master topics taught in their 7<sup>th</sup> .*

## MATHEMATICS DEPARTMENT (continued)

### **Math 8:**

Math 8 includes the 8<sup>th</sup> grade New York State Next Generation Learning Standards for Mathematics, with a focus on fluency, deep understanding, and application. Students will focus on linear equations, linear functions, scientific notation, geometric similarity and congruence. This course will provide additional foundational skills for success in Algebra I.

### **Mathematics Lab Grade 8:**

*This course complements the mathematics curriculum and gives additional support to those students whose math skills need reinforcement as identified through standardized testing and/or teacher recommendation. Classes meet every other day throughout the school year. Students will learn strategies that will help them master topics taught in their 8<sup>th</sup> grade.*

### **\*Algebra IH:**

This course will prepare students to take the New York State Next Generation Algebra I Regents exam in 8<sup>th</sup> grade and earn high school credit. Students who have completed and demonstrated mastery in Mathematics 7 are suggested to take this course. Students will focus on linear functions, exponential functions, polynomial and quadratic equations and functions, modeling with equations and functions, and statistics. The final average is weighted (1.05) as an honors course in the calculation of the student's high school grade point average. The Regents Examination score counts as one-fifth of the student's final average in Algebra IH.

**\*Any 8<sup>th</sup> grade student may enroll in Algebra. Teacher recommendations will be provided to help determine the appropriate placement for 8th grade students.**

**\*\*Final averages and Regents exam scores from this class will appear on the student's permanent high school transcripts.**

**\*\*\*Cutoff date to drop out of Algebra is the first Friday in December.**

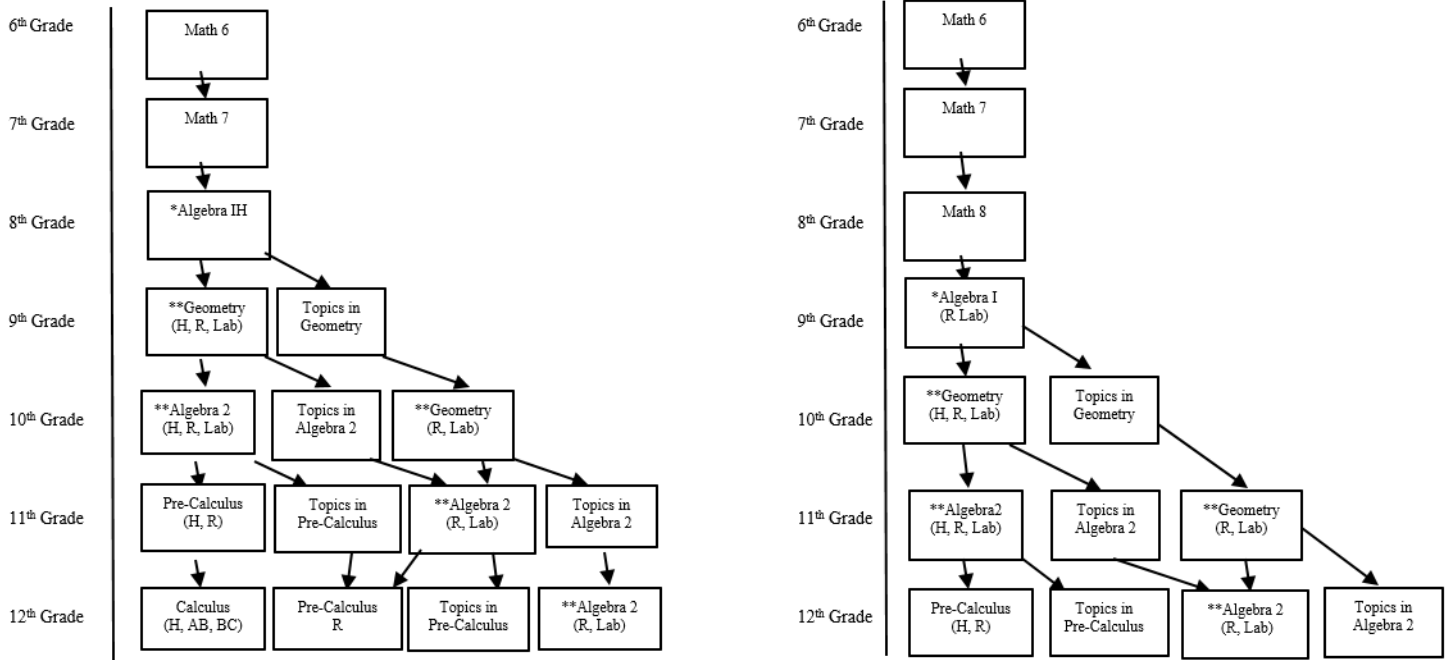
**\*\*\*\* Per BOE policy 5100... *Middle School Regents Courses Attendance Policy***

**The high school minimum Attendance Policy shall apply to all students taking Regents courses in the middle school. This Policy states that a student with 24 or more absences will not receive credit for the class.**

### **Algebra I Lab**

This course complements the Algebra I curriculum and gives additional support to those students whose math skills need reinforcement as identified through standardized testing and/or teacher recommendation. Classes meet every other day throughout the school year. Students will learn strategies that will help them master topics taught in their Algebra I.

## MATHEMATICS DEPARTMENT FLOW CHART



Students on either pathway will have the opportunity to take AP Statistics after completing Algebra 2.

\*Indicates course with Regents Examination required for Regents Diploma

\*\* Indicates Course with Regents Examination required for Advanced Regents Diploma

Final averages and Regents exam scores from this 8<sup>th</sup> grade Algebra course will appear on the student's permanent high school transcripts as a high school course.

Algebra is a course with a Regents exam required for graduation.

Geometry and Algebra 2 are courses with Regents exams required for an Advanced Regents Diploma.

Alternate electives are available in grades 10, 11, and 12

Students who complete two regents-level courses in middle school will only receive high school credit for one regents course.



## **MUSIC DEPARTMENT**

### **General Music Grade 6:**

Sixth grade General Music is a half-year exploratory class in which students can gain a greater understanding of music theory. The class is designed for the beginner, but can be challenging enough for the more advanced student. Topics include: note reading, time signatures, rhythmic patterns, key signatures, and the musical symbol system. The course concludes with a final composition project, which is a creative culmination of all concepts learned throughout the course. The class requires each student to have a portfolio, ruled notebook, manuscript notebook and pencils. These items will be stored in the classroom and used again in both seventh and eighth grade General Music.

### **General Music Grade 7:**

Seventh grade General Music is a half-year course which builds on the basic elements taught in sixth grade but is taught through the biographies of Beethoven and other European composers of the Classical and Romantic Eras. European history becomes an interdisciplinary component associated with the music of that time period. Students are assigned to write an essay about Beethoven in the first person. In the writing component, we implement the same procedures and process used by the English Language Arts Department. The class concludes with students composing variations on Beethoven's "Ode To Joy" theme, incorporating concepts taught in the previous year. The students will use the same portfolios and notebooks from the past year. Please note that Grade 6 General Music is not a prerequisite for this class.

### **General Music Grade 8:**

Eighth grade General Music is a half-year course encompassing all ideas and concepts taught in the sixth and seventh grades. Listening skills are the major component in this class. Students are asked to identify: rhythmic patterns, melodic patterns, and the sounds of specific instruments and instrument families. Students must create a group Critical Listening Map based on compositions by American composers. American history becomes an interdisciplinary component. Individual composer essays are required from each student. These essays will be written in the format taught by the English Language Arts Department. Please note that Grade 7 General Music is not a prerequisite for this class.

## MUSIC DEPARTMENT (continued)

### Performing Music Program Grades 6-8:

Students have the opportunity to participate in the district's performing music program as a member of the **Band, Orchestra** or **Chorus**. Each grade level has its own performing ensemble. Students are encouraged to participate in more than one organization

(i.e: band/chorus or orchestra/chorus). A lunch-time chorus lab rehearsal is scheduled for dually enrolled performing music students on each grade level. Performing music programs are sequential and require successful completion of the previous year's course or the recommendation of the music teacher and permission of the District Director of Music.

**Select Choir, Jazz Ensemble and Chamber Orchestra** are select ensembles available by audition for students who wish to devote the extra time and effort required for membership. Music students in all grades are invited to audition, and members of these special groups must also be members of their grade-level ensembles; **Band, Orchestra, or Chorus**.

In addition, the music department produces a **theater production** each year. Anyone in the school may audition, and you do not need to be part of a performing ensemble during the school day.

\*\* Seventh and eighth grade students who have parental permission may drop performing music classes by September 21, 2018. The deadline for sixth grade students is September 28, 2018. After that, students will not be able to drop performing music classes until the end of the first semester towards the end of January 2019. Following that date, students enrolled in performing music will not be permitted to drop the class for the remainder of the year.

## **PHYSICAL EDUCATION DEPARTMENT**

In Physical Education, a safe environment is the priority at all three grade levels. The students are taught how to understand and manage their personal and community athletic opportunities. Each level has specific units and progressions.

### **Physical Education Grade 6:**

Each unit begins with basic skill progression. Lead-up activities are designed to promote practice with modified competition. Team sports and fitness activities are included. Cooperative games/activities are designed to encourage mutual respect within a group. Fitness units are included in the fall and spring. The students are graded on preparation for class, effort, skill tests, and being respectful and courteous of peers and teacher. Classes meet every other day for the entire school year.

### **Physical Education Grade 7:**

While primary skill progression in team sports is still followed in the seventh grade, strategies and game competition are added to the activities. Playing the game properly is emphasized over winning. Fitness units are included in the fall and spring. Additional cooperative games are chosen to develop problem-solving strategies as well as mutual respect within the group. Grading follows the same format as in the sixth grade. Classes meet every other day for the entire school year.

### **Physical Education Grade 8:**

The eighth grade curriculum continues the skill progression, strategies and game competition introduced in the seventh grade. Eighth graders are given some choices during the course of the year, as students are permitted to select units they would like to do. Fitness units are included in the fall and spring. Cooperative games are chosen to develop problem-solving strategies, trust and group dynamics, as well as mutual respect within the group. Grading follows the same format as in the sixth and seventh grades. Classes meet every other day for the entire school year.

## **SCIENCE DEPARTMENT**

In the Hewlett-Woodmere Public Schools, our sixth through eighth grade science courses align with the New York State Science Learning Standards. At the end of eighth grade, the students are required to take the Intermediate Level Science Assessment which measures the students' grasp of the concepts from sixth grade through eighth grade. As an alternative to Science 8, all eighth grade students have the opportunity to take Regents Earth Science which aligns with the New York State Physical Setting: Earth Science Core Curriculum.. The course does have a laboratory requirement\*\*, and the students are required to take the Physical Setting: Earth Science Regents examination in June. Our Earth Science course is a high school level course, and it will appear on the student's high school transcript. In order to earn high school credit in the course, the student must pass the Earth Science Regents examination in June.

### **Science Grade 6:**

The sixth grade science program emphasizes the life sciences. The topics included in this course are plant and animal life, cells, microscopes, genetics, human body systems, ecology, and the environment. Students will utilize the scientific method, critical thinking skills, and teamwork while performing inquiry based experiments, preparing the students for the 6<sup>th</sup> Grade Science Fair.

### **Science Grade 7:**

The seventh grade science program emphasizes the physical sciences. The topics included in this course are chemical safety, measurement, matter, electricity, magnetism, atomic structure, the periodic table, bonding, chemical reactions, acids and bases, solutions, suspensions versus mixtures, work, power, energy, force, motion, and simple machines. The program also includes utilizing the scientific method in the process of developing a project for the Consumer Olympics.

### **Science Grade 8:**

The eighth grade science course includes topics from Earth science and physical science. The topics included in this course are sound, light, rocks, minerals, weather, and topographic maps.. Students follow the scientific method in order to perform laboratory work, write lab reports and a research paper for the Eighth Grade Science Fair. At the end of the year, students in this class take the New York State Intermediate Level Science Examination.  
<http://www.nysedregents.org/Grade8/Science/home.html>

**SCIENCE DEPARTMENT** (continued)

**\*Earth Science:**

Earth Science is an accelerated course which students may take in eighth grade. Students who successfully complete the course and pass the New York State Earth Science Regents Examination will receive one high school credit in science. The Regents Examination (see link below) is given in lieu of the Intermediate Level Science Assessment (6-8). The final average is weighted (1.05) as an honors course in the calculation of the student's high school grade point average. The Regents Examination score\*\* counts as one-fifth of the student's final average in Earth Science. The Earth Science program has a laboratory requirement\*\*\*, and the topics included in this course are measurement, cycles, environmental awareness, topographic maps, astronomy, water, climate, weathering, erosion and deposition, meteorology, rocks and minerals, and the Earth's history. The program also includes the process of developing a research project for the Woodmere Middle School Eighth Grade Science Fair.

<https://www.nysedregents.org/EarthScience/>

**\*Any 8<sup>th</sup> grade student may enroll in Earth Science**

**\*\*As per NYSED regulations, our middle school students must pass the Regents exam in order to earn high school credit regardless of their course average.**

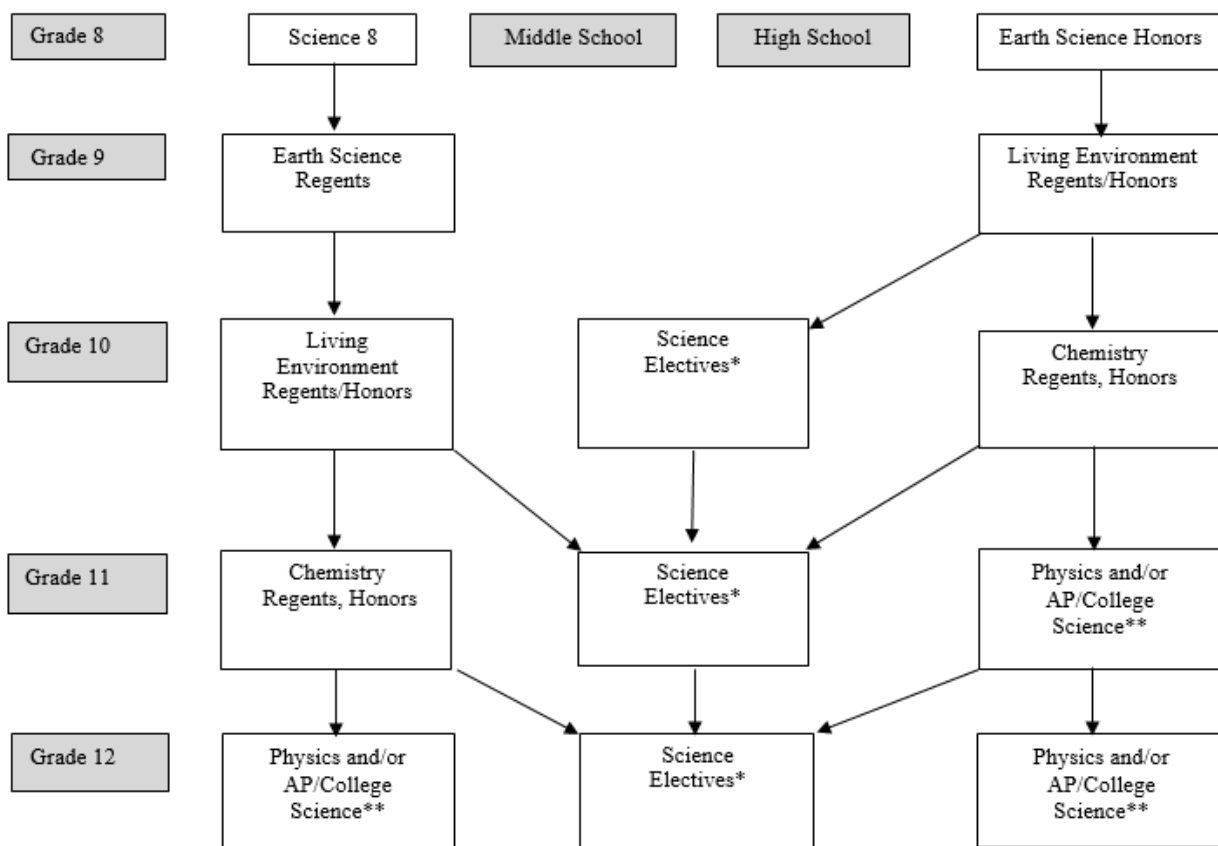
**\*\*\*Laboratory Requirement** (For All Students in Regents Science Courses) The New York State Board of Regents requires that all science courses culminating in Regents exams include (at a minimum) 1200 minutes of laboratory exercises during the school year. Students must complete satisfactory written laboratory reports for these exercises. Depending upon subject and grade level, these labs and their reports are either collected by the individual teachers on a quarterly basis, or kept in a file folder (or notebook) as they are completed. It is the responsibility of the student and teacher to keep a written record of reports and grades received on those reports submitted. According to the Board of Regents, if any student's lab reports are unsatisfactory or are not turned in, that student will not be permitted to take the Regents exam that year.

**\*\*\*Cutoff date to drop out of Earth Science is the first Friday in December.**

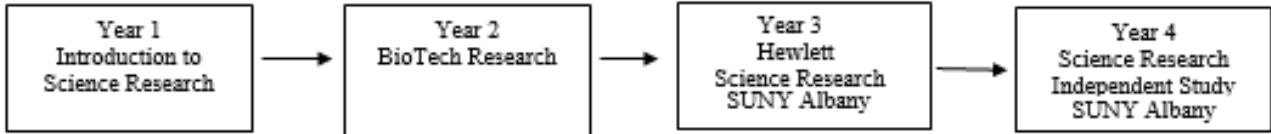
**\*\*\*\* Per BOE policy 5100... *Middle School Regents Courses Attendance Policy***

**The high school minimum Attendance Policy shall apply to all students taking Regents courses in the middle school.**

## SCIENCE DEPARTMENT FLOW CHART



### Science Research



**\*Science Electives:**  
 Astronomy, Chemistry, Engineering/Robotics\*\*\*,  
 Environmental Science, Forensic Life Science,  
 Marine Biology, Science in Society  
 \*\*\*all grade levels

**\*\*Advanced Placement Science Courses:**  
 Biology, Chemistry, Environmental Science, Physics 1, Physics 2,  
 Physics C

**College Level Science Courses:**  
 Forensic Science (Syracuse University Project Advance: SUPA)  
 Exploration of Space (State University of New York at Albany)  
 Human Anatomy and Physiology (Long Island University)

## **SOCIAL STUDIES DEPARTMENT**

### **Grade 6 – The Eastern Hemisphere:**

The Grade 6 Social Studies curriculum focuses on interdependence of people within the Eastern Hemisphere. The program incorporates the Common Core State Learning Standards, emphasizing how geography affects the social, political and historical aspects of life in the Eastern Hemisphere. This course helps students Understand the dynamics of complex systems and the interconnections among parts of a system and between and among systems, one of the Hewlett-Woodmere Student Outcomes. Many of the lessons and activities draw on specific examples of nations and regions such as the ancient civilizations of Mesopotamia, Egypt, China, India, Greece, Rome, and Africa, as well as major events in Europe through the Middle Ages and the Renaissance. Current events are examined as they relate to our course of study. Essential questions and content vocabulary are applied to each of the units of study in our curriculum. This course is part of a continuum of learning that will lead our students to the objectives outlined in the Hewlett-Woodmere Student Outcomes.

### **Grade 7 – United States History, Part I:**

The Grade 7 Social Studies curriculum focuses on United States and New York State history. This course is part of a continuum of learning that will lead our students to the objectives outlined in the Hewlett-Woodmere Student Outcomes. The curriculum traces the human experience from pre-Columbian times to the Civil War, tying political, geographic, economic and social trends in U.S. history to parallel trends in New York history. The major units of study are:

#### **First Semester:**

Five themes of geography  
Pre-Columbian Indians  
European Exploration and Settlement  
Colonial Settlement  
American Revolution  
N.Y. State and U.S. Constitutions

#### **Second Semester:**

Life in the New Nation  
Age of Jackson  
Pre-industrial Age 1790-1860  
Culture and Reforms  
Sectionalism  
Causes of the Civil War

**SOCIAL STUDIES DEPARTMENT** (continued)

**Grade 8 – United States History, Part II:**

Grade 8 Social Studies is a continuation of the Grade 7 curriculum. This course focuses on United States history from the Civil War to the present, tying political, geographic, economic, and social trends in the nation as a whole to parallel trends in New York State. In addition, it is part of a continuum of learning that will lead our students to the objectives outlined in the Hewlett-Woodmere Student Outcomes. Students in Grade 8 Social Studies are required to develop a History Day project.

The major units of study are:

Civil War

Reconstruction

The Frontier West

Industrial Revolution

Immigration

Gilded Age/Rise of Cities

Progressive Era

Overseas Expansion

World War I

Roaring Twenties

Great Depression

World War II

Civil Rights Movement

Cold War to the present



## **SPECIAL EDUCATION DEPARTMENT**

It is our ultimate goal to provide the opportunity for each student to maximize academic, social and emotional development in order to achieve his/her full potential. It is to this end that the WMS Special Education Department offers a variety of services to students who are classified by the Committee on Special Education (CSE). It is through participation in the resource room, co-teaching environments, and specialized programs that students are able to meet the NYS Learning Standards, integrate successfully into the mainstream of the middle school, graduate and go on to the high school. In all programs and services, the goals of each student, as outlined in their Individualized Education Plans (IEPs), are incorporated into the daily instruction of all students. Each student's individual goals are monitored and assessed for progress at regular intervals throughout the academic year.

### **Consultant teacher services:**

Consultant Teacher Direct services are delivered in a general education classroom where a special educator provides specially designed instruction to allow a student with a disability to benefit from the general education class.

Consultant Teacher Indirect services are provided via the special education teacher working with the general education teacher(s) to assist them in adjusting the learning environment and/or modifying their instruction to meet the needs of a student with a disability.

### **Resource Room:**

Resource Room teachers work with small groups of students with disabilities in a structured learning environment to work on IEP goals. Various methods and materials are utilized. While the implementation and monitoring of individual student IEP goals/objectives are at the core of the sessions, the special educator may also include: remediation of specific skills to help students function more effectively in academic classes; assistance in developing strategies to meet the Common Core Learning Standards in academic subjects, providing support to maintain and promote progress.

### **Integrated Co-Teaching:**

Integrated Co-Teaching provides classroom support by teaming a special education teacher with a general education teacher within the students' general education classes. Both the general education teacher and the special education teacher provide skills and curriculum support in the

general education setting. The program aims to improve students' understanding of grade level content, achieve IEP goals and promote independent organization and study skills.

Additionally, Special Educators provide support services for academic area classes. A support period led by a special education teacher is available to students in the Integrated Co-Teaching program.

### **Special Classes:**

Special class is defined as a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction with a smaller teacher to student ratio, in a self-contained setting. Students are receiving their primary instruction separate from their nondisabled peers so that they may concentrate on the goals and objectives of the students' IEPs.

15:1:1

Grade level specific, NYS core curriculum aligned special classes are available to classified students. The classes follow curriculum content as required by State regulations and utilize specialized methods and materials adapted to meet the specific learning styles of the students. Special classes are designed to meet State academic learning standards and parallel mainstream academic classes.

12:1:1

A Special Class Program with a 12:1 ratio is for students who require a more intensive, supportive, and specialized learning environment within the least restrictive setting in their district school. Special classes are designed to meet functional and global academic learning standards.

8:1:2

The 8:1:2 special class program is for students with significant developmental disabilities to address their specific needs in the areas of basic functional academics, behavioral regulation, activities for daily living, and community participation. Students are taught in 1:1, small group, and full group settings. Classroom staff work with the support of consultants and service providers to utilize evidence-based practices to optimize student progress.

### **Speech and Language Therapy**

Speech-Language Therapists provide services for students primarily in small groups. Students are recommended to receive Speech and Language Therapy by the CSE. Speech-Language Pathologists assist students with identified deficits in communication that impact academic

performance. These areas include articulation and phonology, oral motor skills, expressive/receptive language, voice, fluency, auditory processing, and pragmatic language skills.

**Other Related Services:** Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. *Related services* means developmental, corrective, and other supportive services as required to assist a student with a disability. Related services include, but are not limited to speech-language pathology, audiology services, psychological and behavioral services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent counseling and training, hearing and vision itinerant services, school health and nurse services, school social work, assistive technology services, and access to physical education and recreation.

## **TECHNOLOGY DEPARTMENT**

### **Technology Grade 6:**

This exploratory course meets every other day for one semester. This class introduces students to technology education, engineering design and technology lab resources. Topics included in this course are the history of technology, simple machines, problem solving, basic engineering and material processing.

### **Technology Grade 7:**

This exploratory course meets every other day for one semester. Topics included in this course are the impact of technology on society, applied simple machines, magnetism, transportation systems, material processing, problem solving and engineering concepts. Please note that Grade 6 Technology is not a prerequisite for this class.

### **Technology Grade 8:**

This exploratory course meets every other day for one semester. Topics included in this course are alternative energy sources, flight, robotics, pneumatic and hydraulic control systems, ergonomic design, material processing, structural systems and Computer Aided Design (CAD). 8<sup>th</sup> grade technology students will design and construct working models of either a hydraulic robotic arm or a 1 minute continuous motion marble drop. Students will make use of a variety of tools and machines including scroll saws, drill presses, and 3D printer to produce complex plastic parts.

Please note that Grade 7 Technology is not a prerequisite for this class.

## **DEPARTMENTS OF WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE**

### **ENGLISH AS A NEW LANGUAGE (E.N.L.)**

The goal of the ENL program is to ensure that English Language Learners (ELL), or Multi-language Learners (MLL), whose native language is other than English, are given the opportunity to achieve performance objectives as mandated under the NYS Learning Standards. This program facilitates students' acquisition and development of English while supporting academic achievement in core subjects. English language acquisition is developed and supported through thematic units, cultural units, varied methodologies, authentic materials and technology. The NYSESLAT exam will be administered to each student at the end of the year to monitor individual progress and exit status. Mandated periods of instruction are based upon the student's proficiency level as indicated by the NYSESLAT exam (or the NYSITELL exam for new entrants).

#### **Student outcomes in English as a Second Language Courses**

In English as a Second Language classes, students will be able to achieve the following *based on their level of the language*.

***Listening:*** *Students will be able to comprehend, interpret, and infer main ideas and important details in discussions on social and academic topics. Students will be able to understand language presented in diverse formats and media.*

***Speaking:*** *Students will be able to engage effectively in a range of collaborative discussions with diverse partners in order to share information on both social and academic topics, to express opinions, and to make presentations. Students will be able to self-correct and/or rephrase their speech to facilitate comprehension.*

***Reading:*** *Students will be able to apply varied reading strategies in order to comprehend, interpret, and infer main ideas, important details, and key words in texts. Students will be able to analyze and evaluate what they have read.*

***Writing:*** *Students will be able to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Students will be able to utilize the process approach in order to write a variety of text types. Students will be able to demonstrate control over common sentence patterns and mechanics.*

Following the changes in Part 154 of the Commissioner's Regulations, ESL will now be known as ENL. In addition, the mandated periods of instruction are divided into Stand-alone E.N.L. and

Integrated E.N.L. The requirements vary according to each student's proficiency level as determined by the May 2023 administration of the NYSESLAT exam.

**DEPARTMENT OF WORLD LANGUAGES AND ENL** (continued)

Proficiency levels for our English Language Learners (ELL) or Multi-language Learners (MLL) along with mandated units of instruction are as follows:

Entering (2 units)  
Emerging (2 units)  
Transitioning (1 unit)  
Expanding (1 unit)  
Commanding (½ unit)

**ENL 6/7**

This course is mandatory for all 6th and 7th grade students who have scored at the entering or emerging level on the NYSESLAT or NYSITELL exam. The course provides grade and age level appropriate instruction in the required content area subjects in English supported by ENL methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of Multi-language learners in the content areas.

*Prerequisite:* New York State testing determines eligibility for grades 6-7

**ENL 7/8**

This course is mandatory for all 7th and 8th grade students who have scored at the entering or emerging level on the NYSESLAT exam. The course provides grade and age level appropriate instruction in the required content area subjects in English supported by ENL methodologies, employed in a systematic and structured way. This course is designed to develop cognitive skills of Multi-language learners in the content areas.

*Prerequisite:* New York State testing determines eligibility for grade 7-8

**ELA Grade 6 (Integrated ENL/ELA)**

This course is taught by an English teacher and the teacher of English as a New Language. This curriculum is that of the ELA Grade 6 course offered at the middle school, but includes the ENL teacher to provide support during the class so that English Language Learners/Multi-language learners are provided with the appropriate tools and strategies to be successful in the course as they develop their language skills. Please see the ELA Grade 6 course description in this book for more information about the curriculum.

**DEPARTMENT OF WORLD LANGUAGES AND ENL (continued)**

*Prerequisite:* New York State testing determines eligibility for grades 6

**ELA Grade 7 (Integrated ENL/ELA)**

This course is taught by an English teacher and the teacher of English of a New Language. This curriculum is that of the ELA Grade 7 course offered at the middle school, but includes the ENL teacher to provide support during the class so that English Language Learners/Multi-language learners are provided with the appropriate tools and strategies to be successful in the course as they develop their language skills. Please see the ELA Grade 7 course description in this book for more information about the curriculum.

*Prerequisite:* New York State testing determines eligibility for grades 7

**ELA Grade 8 (Integrated ENL/ELA)**

This course is taught by an English teacher and the teacher of English of a New Language. This curriculum is that of the ELA Grade 8 course offered at the middle school, but includes the ENL teacher to provide support during the class so that English Language Learners/Multi-language learners are provided with the appropriate tools and strategies to be successful in the course as they develop their language skills. Please see the ELA Grade 8 course description in this book for more information about the curriculum.

*Prerequisite:* New York State testing determines eligibility for grades 8

**DEPARTMENT OF WORLD LANGUAGES AND ENL** (continued)

**WORLD LANGUAGES**

**French 1A Grade 7:**

This is a beginning course in the French language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, and reading and writing skills. This course introduces vocabulary, structure, idioms, and the study of French culture. *The study of a language must begin by grade 7 unless the student is language exempt as per the IEP.*

**Italian 1A Grade 7:**

This is a beginning course in the Italian language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, and reading and writing skills. This course introduces the vocabulary, structure, idioms and the study of Italian culture. *The study of a language must begin by grade 7 unless the student is language exempt as per the IEP.*

**Spanish 1A Grade 7:**

This is a beginning course in the Spanish language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, and reading and writing skills. This course introduces vocabulary, structure, idioms, and the study of Hispanic culture. *The study of a language must begin by grade 7 unless the student is language exempt as per the IEP.*

***Student outcomes for Level 1A (grade 7) French, Italian and Spanish:***

- ❖ Comprehend, interpret and infer main ideas, messages, meaning of the target language and content vocabulary in authentic texts and from visual and auditory cues, such as gestures and intonation, which will be presented in diverse formats and media.
- ❖ Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in group, teacher-led) in order to provide and obtain information, socialize, express emotions, and exchange opinions while maintaining proper pronunciation and intonation. Students will be able to self-monitor and adjust language production during oral interactions.
- ❖ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. These short notes and messages will include a range of familiar topics while encouraging use of task-specific vocabulary, present tense (including some irregular verbs), paragraphs, capitalization, punctuation, and diacritical marks. Students make corrections and edit their work when they receive feedback.



- ❖ Recognize cultural patterns and traditions of the target cultures in the target language. They will understand the cultural implications of the spoken language and of the dynamics of social interaction including perceptions, folklore, and family and community dynamics. They will correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

### **French 1B Grade 8:**

This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading and writing. The course offers a more intensive study of vocabulary, structure, idioms and Francophone culture. Major emphasis is placed on the development of communicative proficiency. Upon successful completion of both Levels IA and IB and a passing grade on the FLACS Regional Checkpoint A exam, students will receive **one** unit of high school credit.

### **Italian IB Grade 8:**

This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading and writing. This course offers a more intensive study of the vocabulary, structure, idioms and the study of culture and traditions of the Italian people. Major emphasis is placed on the development of communicative proficiency. Upon successful completion of both Levels IA and IB and a passing grade on the FLACS Regional Checkpoint A exam, students will receive **one** unit of high school credit.

### **Spanish 1B Grade 8:**

This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading and writing. The course offers a more intensive study of vocabulary, structure, idioms and Hispanic culture. Major emphasis is placed on the development of communicative proficiency. Upon successful completion of both Levels IA and IB and a passing grade on the FLACS Regional Checkpoint A exam, students will receive **one** unit of high school credit.

### ***Student outcomes for Level 1B (grade 8) French, Italian and Spanish:***

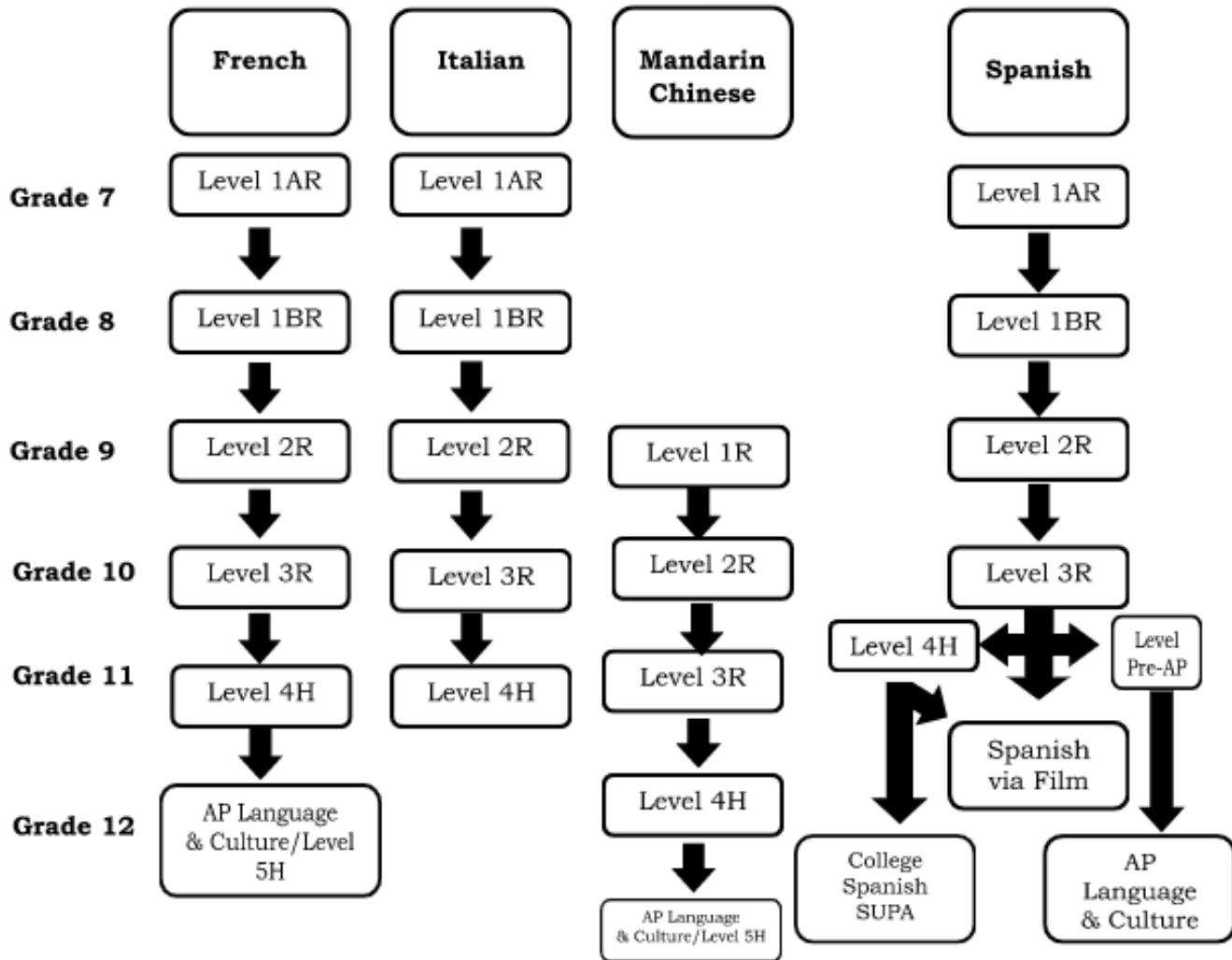
- ❖ Comprehend, interpret and infer main ideas, messages, meaning of the target language content vocabulary in authentic texts and from visual and auditory cues, such as gestures and intonation, which will be presented in diverse formats and media.
- ❖ Engage effectively in a range of collaborative discussions with diverse partners (one-on-one, in group, teacher-led) in order to provide and obtain information,

socialize, express emotions, exchange opinions, and persuade, while maintaining proper pronunciation and intonation. Students will be able to self-monitor and adjust language production during oral interactions.

- ❖ Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. These short notes and messages will include a range of familiar topics while encouraging use of task-specific vocabulary, present tense (including some irregular verbs), paragraphs, capitalization, punctuation, and diacritical marks. Students make corrections and edit their work when they receive feedback.
- ❖ Recognize cultural patterns and traditions of the target cultures in the target language. They will understand the cultural implications of the spoken language and of the dynamics of social interaction including perceptions, folklore, and family and community dynamics. They will correctly use and interpret cultural manifestations, such as gestures accompanying greeting and leave taking and the appropriate distance to maintain.

DEPARTMENT OF WORLD LANGUAGES AND ENL (continued)

DEPARTMENT OF WORLD LANGUAGES



## **ACADEMIC SERVICES AND ENRICHMENT**

### **Academic Intervention Services (AIS), Grades 6-8:**

Skills-specific lab courses are available to students with such needs as identified through standardized testing and/or teacher recommendation. These classes meet on alternating days and are provided on all grade levels in Language Arts and Mathematics. A full description for each course is listed under their respective department headings.

### **Community Service, Grades 6-8**

The Woodmere Middle School emphasizes community service as an essential component of the educational process. It is our belief that assisting those in need helps students develop into responsible citizens and promotes the general welfare of our society. Through the cooperation of parents, staff and the Hewlett-Woodmere community, we have established a structured community service program that will enable all desiring Woodmere Middle School students to participate in meaningful activities.

Community service opportunities will be announced periodically throughout the school year and posted on the WMS website. All service activities need prior approval. Hours completed without approval may not be counted toward WMS community service recognition. Students completing the expected amount of community service hours will be honored on the WMS “Wall of Service”. In addition, 8th grade students who have completed the expected number of hours on each grade level will receive an acknowledgement at the WMS Moving up Ceremony.

Our expectation is that students will complete community service as outlined below:

- Grade 6 – minimum of 3 hours
- Grade 7 – minimum of 7 hours
- Grade 8 – minimum of 10 hours

\*It is important to note that a total of 15 hours of community service is a requirement to be considered for entry in National Junior Honor Society

### **Discovery Program, Grades 6-8:**

The WMS Discovery Program is designed to bring gifted students together in a homogeneous group to promote higher level thinking skills. This is an extension of the elementary schools’ Discovery program. In addition, students may be reevaluated for entry into Discovery in Sixth Grade. The Discovery program emphasizes critical thinking and creative problem solving. The interdisciplinary curriculum is designed to coordinate and extend the regular classroom curriculum. Discovery students will be scheduled for a semester course that meets every other day in 6<sup>th</sup> and 7<sup>th</sup> grade. A lab class is also available to all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Discovery students during their lunch periods.

## **ACADEMIC SERVICES AND ENRICHMENT** (continued)

### **Discovery Grade 6:**

Students will hone their critical and creative thinking and problem solving skills as they solve logic questions, divergent thinking problems, and challenge activities. Students participate in math enrichment activities that extend the math curriculum, providing students with opportunities to further develop their mathematics abilities. Students may also participate in the Word-Masters Challenge, a national language arts competition. They strengthen their vocabulary, verbal reasoning, and critical thinking skills as they solve analogies. Using technology, literature and class investigations, students will be engaged in a variety of learning activities and participate in individual and group projects. The debates and discussions give students the opportunity to further develop social and communication skills as they interact with peers. Students will learn how to support their opinions through research, presenting their ideas logically and persuasively as well as responding to other students' ideas, questions, and comments by agreeing or disagreeing constructively.

### **Discovery Grade 7:**

Students use creative problem solving skills, critical thinking, and deductive reasoning to solve logic questions, divergent thinking problems, and challenge activities. Students may participate in math enrichment activities that extend the math curriculum, providing students with opportunities to further develop their mathematics abilities. Students will have the opportunity to share their opinions and discuss different perspectives as they discuss debatable topics. They will be involved in research and persuasive writing as they prepare arguments and practice their public speaking during class debates. Students may also participate in the Word Masters Challenge, a national language arts competition. They strengthen their vocabulary, verbal reasoning, and critical thinking skills as they solve analogies. During the semester, students will develop a broad range of research methods and pursue further study in areas and ideas of interest. Students will analyze information and data, design and plan experiments using the scientific process and conduct research. Using technology and literature students participate in individual and group projects and apply newly learned material. The debates and discussions give students the opportunity to hone social and communication skills as they interact with their peers.

### **Discovery Lab Grades 6-8**

During Discovery Lab, students eat lunch together in the classroom while engaging in a variety of learning activities. The interdisciplinary curriculum in Discovery Lab is developed with the students and is based on their interests. Activities include creative problem solving challenge activities, as well as independent research projects and presentations. Students may also participate in local and national science, math, history, and/or trivia competitions.

## **ACADEMIC SERVICES AND ENRICHMENT** (continued)

### **Extra Help, Grades 6-8:**

Extra help is the time for students to receive assistance in any subject where they may be having difficulty. Extra help is provided from 8:30 a.m. to 9:05 a.m. each Monday, Wednesday and Friday. Extra help is not a time for socializing.

### **Homework Club, Grades 6-8:**

Homework Club is offered two times a week after school from 3:15 p.m. to 4:00 p.m. The program is facilitated by two Woodmere Middle School teachers. This club gives students the opportunity to begin their homework in a supportive and structured environment. Students can attend on an as-needed basis.

### **Library Media Center:**

The Library Media Center is a flexibly scheduled resource center designed to complement the academic exploration of all subjects. The library is open all day from 8:30 until 3:25; students may visit individually or with their class. Classes are scheduled to meet in the library as needed for collaborative research projects. Additionally, book-trivia contests are held in the library throughout the year. The library provides a wide variety of fiction and non-fiction resources as well as online databases for research. The Library Media Center is an invaluable tool in the promotion of lifelong reading for all our students.

### **Operation Success:**

This small group extra help may be offered in identified courses at various points throughout the school year. The parents of students in need of strategies and skills are contacted by the teacher and/or School Counselor to discuss individual situations and the availability of this intervention.

### **Strategies and Skills:**

Test taking strategies and review sessions are offered in May and June to assist students in preparation for Regents and Checkpoint A exams. A schedule of these sessions, including content-specific information, is provided in April.

## CLUBS, SPORTS AND ACTIVITIES

The following clubs and activities are generally offered to students at the Woodmere Middle School. Unless otherwise indicated, they are available to students in all grades. A comprehensive, up-to-date list is sent to parents in early fall which indicates all of the school clubs, the advisors' names, and meeting times and places.

**AM Recreation:** The AM Recreation Program offers students the opportunity to be challenged physically and mentally through games and activities.

**Art Club:** Art Club provides students with an additional opportunity to develop their artistic skills. Students are encouraged to work individually and cooperatively on a variety of projects. Students will work in a variety of media including drawing, painting and collage.

**Builders Club:** Builders Club is an international student-led organization providing members with opportunities to perform service, build character and develop leadership.

**Bulldog Buddies:** The Bulldog Buddies program is designed to establish friendships and offer peer modeling support to students with a variety of developmental disabilities within the WMS community. Training and activity development takes place during an after school program and is open to 7th and 8th graders. Students must submit an application and be selected for participation in this program.

**Chess Club:** The Chess Club meets once a week for the purpose of learning and playing chess. Members of the club learn how the pieces move, rules and how to play with a timer. Additionally, students study classic moves and strategies as well as openings, defense, pawn structures and endgames. Students' play is the main focus of the club. The Chess Club is open to all students of any skill level.

**Homework Club:** Homework Club is offered two times a week after school from 3:15 p.m. to 4:00 p.m. The program is facilitated by two special education teachers. This club gives students the opportunity to begin their homework in a supportive and structured environment. Students can attend on an as-needed basis.

**LEGO/Robotic Club:** Students participate in the First Lego League Challenge. Students research a topic, present a solution and build robots that complete a series of tasks.

**Math Team:** Math Team competes with students across Nassau County in monthly contests. The club provides an opportunity for students to broaden their mathematical

## **CLUBS, SPORTS AND ACTIVITIES** (continued)

intuition while experiencing the thrill of discovery associated with creative problem solving.

**School Newspaper:** The School Newspaper Club is designed for students who enjoy journalism, writing, researching and discussing issues related to all things WMS. The school newspaper is open to all grades.

**Student Council:** Student Council meets twice a month after school with the teacher-advisors. New Student Council officers are elected each school year. Any student is eligible to be a Student Council representative. Student Council representatives are responsible for planning activities and fundraisers to promote school spirit and community awareness. They are also responsible for communicating important issues to the rest of the student body as well as to the faculty members.

**Students Against Destructive Decisions (SADD):** SADD meets bi-weekly to discuss relevant topics such as smoking, underage drinking/drug use and bullying. Students also run fundraisers and strategize on how to create school wide awareness of various issues.

**Theater Production:** Each school year, students have the opportunity to be a part of the school play/musical. Actors, Stage Crew and Technical Crew are always needed.

**World Language Club:** The purpose of the club is to increase understanding and awareness of Francophone and Hispanic cultures. The club's activities include informal conversations, games, and cultural events. All students enrolled in French and Spanish are invited to join, although membership is open to all WMS students.

**Yearbook Committee:** The Yearbook Committee is a way to get involved in a wonderful co-curricular activity. Once a week students from all three grades get together after school to work on putting the school yearbook together and getting it ready for publication. The students are involved in editing, layout, photography and fundraising. The Yearbook Committee is open to all interested students.

**Youth Leadership Forum (YLF):** The Youth Leadership Forum is an opportunity for WMS students to study *Systems Thinking* and consider its application to current school and community issues. Students are nominated for participation in YLF through an internal process. YLF nominees and their parents are notified of this opportunity early in the school year.



## CLUBS, SPORTS AND ACTIVITIES (continued)

### Middle School Interscholastic Sports

Athletic teams are open to 7<sup>th</sup> and 8<sup>th</sup> grade students only. In most cases, teams are selected through tryouts. The middle school sports schedule is broken down into four seasons. Announcements during homeroom will indicate upcoming team-specific meeting and tryout dates. The following is a listing of teams, by season, that have generally been offered at the Woodmere Middle School.

#### Fall (early September to early November):

##### Boys

Football  
Soccer  
Tennis  
Cross-Country

##### Girls

Soccer  
Swimming\*  
Cross-Country  
Cheerleading

#### Winter I (early November to mid-January):

##### Boys

Basketball  
Swimming\*  
Cheerleading  
Outdoor Track & Field

##### Girls

Volleyball  
Gymnastics\*\*\*  
Cheerleading  
Outdoor Track & Field

#### Winter II (mid-January to late March):

##### Boys

Volleyball  
Wrestling\*\*

##### Girls

Basketball

#### Spring (late March to early June):

##### Boys

Baseball  
Track and Field  
Lacrosse

##### Girls

Softball  
Track and Field  
Tennis  
Lacrosse

\*These activities take place at Hewlett High School.

\*\*This activity takes place at the Woodmere Education Center

\*\*\*Varsity sport ONLY: Students must qualify as a high school Varsity athlete and must get approval from the Director of Athletics & WMS administration in September. Practices typically start at 6:00pm