

# **MANHASSET MIDDLE SCHOOL**



**Course Guide 2025-2026**

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# MANHASSET MIDDLE SCHOOL

## Curriculum Guide for Parents

### INTRODUCTION

This guide is designed to provide parents with an outline and overview of the middle school curriculum for seventh and eighth grade.

Manhasset's goals, expectations, and aspirations are the same for all children. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths, areas of growth, and learning styles. For each individual, an education program is desired that will stimulate the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. Each child should develop self-confidence and a belief in the success that follows from learning. We want each child to develop self-discipline, a sense of integrity and responsibility, and a capacity for continued self-directed learning. School success is not only academic success.

Our middle school program continues to move in a direction consistent with educating early adolescent children. Wherever possible we provide opportunities for our students to become involved in interdisciplinary activities. Teachers are working together to find ways to integrate curriculum and plan activities and projects which reinforce learning and show students the connections that exist in the disciplines they study.

Our teachers have always designed their curriculum, lesson plans and teaching strategies guided by two questions: "What do I want my students to know at the end of the year?" and "What do I want my students to be able to do with this knowledge?" Both the N.Y.S. Learning Standards and the Manhasset Standards represent the thinking of educators and community members about the essential knowledge and skills that all students need to succeed as learners. Teachers in the middle school, as well as the entire district, continue to align curriculum to meet those standards.

Middle schools educate students who are in a very important stage of development. The middle school movement recognizes the importance of having a distinct philosophy for this very special age group.

## COURSE TIMELINE - 25-26

<b>1/6/25 - 1/10/25</b>	Students receive elective selection permissions online and fill them out during the week.
<b>1/30/25</b>	Deadline for course recommendation entry. Course recommendations will be shared with students.
<b>4/22/25</b>	The override form for the 25.26 school year will be shared with students and parents/guardians.
<b>5/2/25</b>	The override form for the 25.26 school year is due.
<b>6/30/25</b>	Deadline to rescind 25.26 override request.
<b>10/3/25</b>	<ul style="list-style-type: none"> <li>● Deadline for selecting a Pass/Fail option for a Fall half-year course.**</li> <li>● A student must remain in their override course until this date.</li> </ul>
<b>11/7/25</b>	<ul style="list-style-type: none"> <li>● Deadline for selecting a Pass/Fail option for a full-year course.**</li> <li>● Last day to drop a Fall half-year elective course.</li> </ul>
<b>12/12/25</b>	Last day for ANY full-year course changes/drops.
<b>3/6/26</b>	Deadline for selecting a Pass/Fail option for a Spring half-year course.**
<b>4/3/26</b>	Last day to drop a Spring half-year elective course.

\*\* Please see Pass/Fail Option on Page 10 for more information.

## IMPORTANT ITEMS

The information contained in this course catalog is accurate as of its publication. Any changes will be communicated to students and parents/guardians in a timely manner. Courses will be run based on sufficient enrollment and the approval of the 2025 - 2026 school budget; this particularly applies to those courses listed as new course offerings.

### FULL YEAR COURSES / HALF YEAR COURSES

Full year (1 credit) courses meet every regular class day of the school year. Half year ( $\frac{1}{2}$  credit) courses typically meet every day for one semester (*i.e.*, one half of the school year). Half credit courses may also be offered on an alternating day basis throughout the full school year, depending on the unique staff and / or student scheduling needs in a particular school year. Student placement in the core academic classes and many electives is determined based on teacher recommendation and department prerequisites, as noted in this course catalog.

### COURSE RECOMMENDATIONS

Course recommendations are made by teachers based on student achievement and course requisites. Course recommendations are made based on achievement by the end of the 2nd quarter. Students and parents/guardians should weigh the following when considering their total program for the following year:

- The rigor of all other recommended courses to ensure that the potential total workload is manageable.
- That their commitment to extracurricular activities will not hinder their ability to commit to a more demanding course load.

### HONORS OVERRIDE

Course recommendations for the 25.26 school year are entered by **January 30, 2025**. If a high school student is not recommended for placement in an Honors or AP course, the student and parent/guardian may exercise an Honors Override. The following policies will apply:

- The override form will be shared with students and parents/guardians on **Tuesday, April 22, 2025 at 8 a.m.** The form must be filled out by **Friday, May 2, 2025 at 11:59 p.m.** Please note some of the following components:
  - No override will be accepted or changed past Friday, May 2, 2025 at 11:59 p.m.
  - Students can rescind their override request by June 30, 2025.
- To qualify for an override, the student must be earning a minimum unweighted cumulative grade of “B” in the preceding course by **the end of the 2nd quarter, including the midterm grade (January 24, 2025)**. Please note some of the following components:
  - The student **MUST** maintain a minimum unweighted cumulative grade of “B” as their final grade in the course.
  - Teachers may change their recommendation if a student has met the grade prerequisite of the following year’s course by the end of the **3rd quarter (April 4, 2025)**. *Any change made will occur prior to the sharing of the override form. Students and parents/guardians will be notified of this change.*

- o If a student and parent/guardian filled out an override for a specific course, but, at the end of the school year, they met the grade prerequisite for that course, they do NOT receive another override.
- o If a student rescinds their override request, they do NOT receive another override.
- Only **one** Override may be exercised per student, per year.
- Overrides are **not** applicable to Art, Music or Theatre courses. An override is also not applicable to Earth and Space Science/ AP Environmental Science, Honors Regents Biology/AP Environmental Science, and AP Research. A student cannot override into Chemistry H unless they have successfully completed or are concurrently enrolled in Algebra 2.
- A student must remain in the override course until the 1st quarter progress report release (**October 3, 2025**). No course change will be accepted after the 2nd quarter progress report is released (**December 12, 2025**). Please note that any course change may not be possible within the school-wide schedule for all students and/or may have an impact on the student's academic program. The student's unweighted numerical grades in the higher-level course will carry over to the new course.

### **CHANGING OF AN ACADEMIC COURSE**

A new course, of comparable level, may only be added to a student schedule before the start of a school year. Courses of a greater level cannot be added, as the time frame for exercising the high school's honors override policy would have passed. A student who was recommended for a particular level of a required course (*i.e.* AP, Honors, Regents, or X) may find that the rigor of the course is more difficult than they had anticipated.

Please note the following when considering a course change:

- While not mandatory, students are encouraged to remain in their courses for the first two weeks of the school year.
- Any course change must be made by the 2nd quarter progress report release (**December 12, 2025**). Please note that any course change may have an impact on the student's academic program.
- If the level of a full-year course is changed **at any time**, students will understand that their unweighted numerical grades in the higher-level course will carry over to the new course.

### **INCOMPLETE GRADES**

If a student receives a grade of "Incomplete" at the end of any marking period, the student has ten (10) school days to complete all missing assignments/assessments. At that time, the teacher will submit the grade earned. Any further extension beyond the allowed ten (10) days can only be approved by the Principal.



## **DROPPING ELECTIVE COURSES**

After consultation with their school counselor, who will confer with the parent / guardian, teacher, and District Coordinator, a student who wishes to drop a course that is not required for graduation will understand that the following policies will apply:

- A half-year elective course cannot be dropped after the last day of the first quarter (**November 7, 2025**). However, a half-year elective course cannot be dropped if it will result in a student having fewer than six (6) academic courses for the semester, excluding Physical Education.
- A half-year elective course dropped from a student's schedule prior to the midpoint of the first quarter (**October 3, 2025**) will not appear on the student's transcript.
- Students who drop a half-year elective course and receive approval to do so after the midpoint of the first quarter (**October 3, 2025**) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.
- A full-year elective course cannot be dropped after the date of the 2nd quarter progress report release. (**December 12, 2025**).
- *Students who drop a full-year elective course and receive approval to do so during the second quarter (prior to December 12, 2025 January 23, 2026) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.*
- A full-year elective course dropped from a student's schedule prior to the last day of the first quarter (**November 7, 2025**) will not appear on the student's transcript.
- A half-year elective course dropped from a student's schedule prior to the midpoint of the third quarter will not appear on the student's transcript.
- Students who drop a half-year elective course and receive approval to do so after **March 6, 2026** (the midpoint of the third quarter) will understand that the course grade will appear as a "W" (withdrawn) on the student's transcript.

# **SOCIAL STUDIES**

In 7th and 8th GRADE

Grade 7 and 8 Social Studies instruction and learning at Manhasset Middle School is based on the New York State Social Studies Framework and the New York State Standards for Literacy in History/Social Studies. The Social Studies practices are embedded in our program:

- 1) Chronological Reasoning and Causation
- 2) Comparison and Contextualization
- 3) Geographic Reasoning (people, places, regions, environment, interactions)
- 4) Gathering, Using, and Interpreting Evidence
- 5) Economic and Economic Systems
- 6) Civic Participation

## **History of the United States and New York State**

In Grades 7 and 8, students will examine the United States and New York State through an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans and ending with an examination of the U.S. in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

## **Grade 7 History of the United States and New York I**

Grade 7 Social Studies focuses on a primarily chronological study of history and geography in the United States and New York as well as economic, social, and political trends. The course content begins with the human experience in the United States from pre-Columbian times until the end of the Civil War, with a focus on the people, events, and places in New York State as applicable. The students will study Native Americans, Colonial Developments, American Independence, the historical development of the US Constitution, Westward Expansion, Reform Movements, A Nation Divided and the Civil War.

## **Grade 8 History of the United States and New York II**

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine key ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three key ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

## **SCIENCE**

### **IN 7<sup>th</sup> AND 8<sup>th</sup> GRADE**

Grade Seven Science instruction and learning at Manhasset Middle School is based on the New York State Science Learning Standards. In Science 7, three-dimensional instruction guides all science learning through the use of the Science and Engineering Practices, Cross-Cutting Concepts, and Disciplinary Core Ideas. Students that were accepted in the AP Science Intensive Pathway receive instruction based on the Physical Setting/Earth and Space Science Standards and after having fulfilled the minimum requirement of 1,200 minutes of laboratory time, take the Physical Setting/Earth and Space Science Regents Exam in June.

Grade Eight Science instruction and learning is based upon the Biology New York State Science Learning Standards . Eighth grade students, having fulfilled the 1,200 minute laboratory requirement, will take the New York State Biology Regents examination in June.

### **SCIENCE IN 7<sup>th</sup> GRADE**

#### **Science 7**

This three-dimensional course will build on the Disciplinary Core Ideas that accompany the New York State Science Learning Standards learned in previous years. Students will have the opportunity to study and to investigate the scientific phenomena related to Physics (Forces, Waves and Electro-Magnetic Radiation, Electricity and Magnetism, Circuits and Signals), Life Science (Photosynthesis and Respiration), and Earth and Space Science (Weather) . This course meets for a single period each day and will culminate with a final exam.

#### **Physical Setting: Earth and Space Science Honors**

This is a more rigorous course that extends beyond the Earth and Space Science standards. Earth's systems and the universe, aligning with the New York State Science Learning Standards. Students will investigate the dynamic processes that shape our planet, including geology, Earth's history, meteorology, oceanography, and astronomy. Through hands-on investigations learners will develop scientific inquiry skills, collaborative projects, and critical thinking activities, learners will develop a comprehensive understanding of Earth's structure, atmospheric phenomena, and the celestial bodies that comprise our solar system. To participate in the Regents exam, students are required to complete 1200 minutes of satisfactory labs. In addition to the classroom period being scheduled to meet every day the class meets for a double period every other day for laboratory sessions. The students are required to take the New York State Earth and Space Regents exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions. **Students must be accepted into the double-accelerated science program.**

## **SCIENCE IN 8<sup>th</sup> GRADE**

### **Life Science: Regents Biology**

This course provides a comprehensive overview of biological principles and processes, aligned with the New York State Science Learning Standards. Students will investigate the fundamental concepts of life sciences, including cell structure and function, metabolic processes, body systems, genetics, evolution, ecology, and the interdependence of organisms within ecosystems. Through hands-on investigations and critical thinking activities, learners will engage with real-world applications of biological concepts and develop scientific inquiry skills. To participate in the Regents exam, students are required to complete 1200 minutes of satisfactory labs. The students are required to take the New York State Biology Regents exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

### **Life Science: Honors Biology**

This is a more rigorous course that extends beyond the biological principles and processes, aligned with the New York State Science Learning Standards. Students will investigate the fundamental concepts of life sciences, including cell structure and function, metabolic processes, body systems, genetics, evolution, ecology, and the interdependence of organisms within ecosystems. Through hands-on investigations and critical thinking activities, learners will engage with real-world applications of biological concepts and develop scientific inquiry skills. To participate in the Regents exam, students are required to complete 1200 minutes of satisfactory labs. The students are required to take the New York State Biology Regents exam. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

**Prerequisites:** Science teacher recommendation and A- in Science 7.

### **Honors Regents Biology/AP Environmental Science**

This is the most rigorous course that extends beyond the New York State Science Learning Standards Biology. Topics will be studied at greater depth and will include material that follows the Advanced Placement Environmental Science curriculum outlined by the College Board. The course is designed to explore biological and environmental topics at a rigor equivalent to that of a first-year college course. This course is designed for students with superior ability and high interest in science. Through hands-on investigations and critical thinking activities, learners will engage with real-world applications and develop scientific inquiry skills. To participate in the Regents exam, students are required to complete 1200 minutes of satisfactory labs. The students are required to take the New York State Biology Regents exam and the AP Environmental Science exam. The class meets for a double period every day.

**Prerequisites:** Physical Setting: Earth Science Honors and science teacher recommendation. Students cannot use an override for this course.

## **ID Regents Biology**

This is a process-oriented laboratory course that is organized to cover the NYS biology learning standards. This course provides a comprehensive overview of biological principles and processes, aligned with the New York State Science Learning Standards with modifications. Students will investigate the fundamental concepts of life sciences, including cell structure and function, metabolic processes, body systems, genetics, evolution, ecology, and the interdependence of organisms within ecosystems. Through hands-on investigations and critical thinking activities, learners will engage with real-world applications of biological concepts and develop scientific inquiry skills. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

**Prerequisite:** Recommendation by CSE.

# ENGLISH

## ENGLISH 7

### **All English courses are aligned to Next Generation Standards**

*In English 7, students read a variety of fiction and non-fiction works, poems, short stories and multi-paragraph expository, personal/narrative, and literary essays. A strong emphasis on close reading anchors the development of sophisticated skills associated with interaction with texts: writing dialectical journals, ‘marking up’ text and developing active reading cognition anchor the reading experience of students. Writing includes the multi-paragraph expository essay and argument writing, both of which are based on literary works and thematically connected non-fiction. The use of text-based evidence in development of essays is strongly emphasized. Students also learn how to write a personal narrative and other creative pieces, including interdisciplinary writing portfolios. In conjunction with literature, seventh grade students are introduced to the process of research through an exploration of both print and electronic media; they develop the skill of establishing interdisciplinary connections with a variety of subject areas. Mastery of literary devices such as figurative language, metaphor, simile, personification, hyperbole, symbolism, theme, motif, and plot are reinforced in class readings as well as individually selected outside readings. Students use the skills of oral communication through the presentation of class dramatizations and oral reports; they also use the organizational and study skills required to complete a variety of writing and presentation tasks.*

### **LITERATURE**

Class titles and self-selected titles will be chosen from (but not limited to) the following: *The Wizard of Oz, That Was Then, This Is Now, Sarny, Tex, Canyons, The Pigman, The Outsiders, The Human Comedy, Nothing but The Truth, The Diary of a Young Girl*, as well as a variety of selected short stories, non-fiction, and poetry.

### **GRAMMAR**

Students will learn fundamental grammatical elements and the appropriate use of punctuation and capitalization through formal group study, as well as through teacher/peer editing of individual student writing. Specific grammar lessons will target the following concepts: parts of speech, subject and predicate, phrases and clauses, and simple, complex, compound, and compound-complex sentences. In addition, necessary usage and mechanics lessons will complement students’ understanding of grammatical concepts.

### **VOCABULARY**

Students will learn literature-based vocabulary words (selected directly from student reading) by investigating definitions, parts of speech, synonyms, and antonyms. A strong emphasis on academic vocabulary teaches students the language of Next Generation Standards emphasized terminology.

## **SPELLING**

Weekly formal spelling assessments will be created from posted lists comprised of frequently misspelled words. Moreover, the practical application of students' spelling skills will likewise be assessed by formal creative and expository writing projects.

## **ENGLISH 8**

### **All English courses are aligned to the Next Generation Standards**

In English 8, students read sophisticated fiction and non-fiction works, poems, short stories and multi-paragraph expository, personal narrative, and literary essays. A strong reinforcement of close reading techniques anchors the development of high-school level comprehension and appreciation of literature (novels, plays, poems and essays) and non-fiction selections. Students interact with text through dialectical journals, note-taking while reading, and fine-tuning active reading cognition skills. Writing reinforces mastery of the multi-paragraph expository essay and argument writing, both of which are based on literary works and thematically connected non-fiction. The use of text-based evidence in development of essays is strongly emphasized; students also write personal narratives, self-assessments, and creative pieces. Research-based projects and essays are developed around a given theme or genre of literature and include a presentation component; students learn the appropriate use of primary and secondary sources in research and how to incorporate sources in writing and presenting. Mastery of literary devices such as figurative language, metaphor, simile, personification, hyperbole, symbolism, theme, motif, plot, tone, mood and point-of-view are reinforced in class readings as well as individually selected outside readings. Students use the skills of oral communication through the presentation of class dramatizations and oral reports; they also use the organizational and study skills required to complete a variety of writing and presentation tasks.

## **LITERATURE**

Class titles and self-selected titles will be chosen from (but not limited to) the following: *The Boy Who Harnessed the Wind*; *Alice in Wonderland*, *A Christmas Carol*, *Great Expectations*, *Tom Sawyer*, *A Midsummer Night's Dream*, *A Tree Grows in Brooklyn*, *Little Women*, *The Hunger Games*, *Divergent*.

## **GRAMMAR**

Students will learn selected grammatical elements and the appropriate use of punctuation and capitalization through formal group study as well as through critique of individual student's writing. Grammar lessons evolve from writing assignments. Grammar is worked on prescriptively through common errors that occur in students' writing and is related to vocabulary acquisition. Specific elements of grammar which may be taught include: parts of speech, sentence structure, subject/predicate, subject/verb agreement, pronoun agreement; capitalization and punctuation

## **VOCABULARY**

Students will learn literature-based vocabulary words (selected directly from student reading) by investigating definitions, parts of speech, synonyms, and antonyms. A strong emphasis on academic vocabulary teaches students the language of Next Generation Standards emphasized terminology.

## **SPELLING**

Spelling is worked on prescriptively through individual student's writing. Attention is paid to frequently misspelled words, especially homophone errors. Emphasis is placed on mastering proofreading skills. Students are assessed through evaluation of writing pieces.

## **READING WORKSHOP 7 AND 8/WRITING WORKSHOP 7 AND 8**

The objective of these courses, designed for grades 7 and 8 is twofold: first, these courses reinforce critical reading, learning and thinking skills needed for successful participation in the Middle School Language Arts Program, and, second, these courses prepare students to meet the challenges presented by the Grade 7 and 8 New York State English Language Arts Assessment. Participation in these courses is prescriptive: students are recommended for both Reading and Writing Workshop in Middle School, based on scores on the English Language Arts Assessment and teacher recommendation. These courses reinforce literacy skills developed in response to the learning standards articulated in the Next Generation Standards.



# MATHEMATICS

## Mathematics 7<sup>th</sup> GRADE

In seventh grade, instructional time should focus on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples.

Through their learning in the **Ratios and Proportional Relationships domain**, students:

- extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems
- use their understanding of ratios and proportionality to solve a wide variety of percent problems
- solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects
- graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line
- distinguish proportional relationships from other relationships

Through their learning in The **Number System and the Expressions, Equations, and Inequalities domains**, students:

- develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers
- extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division
- explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers by applying properties of operations, and view negative numbers in terms of everyday contexts
- use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems

Through their learning in the **Statistics and Probability domain**, students:

- build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations;
- begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
- extend previous understandings of simple probabilities in grade 6 to calculate probabilities of compound events.

## **MATHEMATICS 8<sup>th</sup> GRADE**

In eighth grade, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

Through their learning in **The Number System and the Expressions, Equations, and Inequalities domains, students:**

- Develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers;
- Solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line; and
- Use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to represent, analyze, and solve a variety of problems.

Through their learning in the **Functions and the Expressions, and Inequalities domains, students:**

- Grasp the concept of a function as a rule that assigns to each input exactly one output
- Understand the functions described situations where one quantity determines another
- Translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations of the function), and describe how aspects of the functions are reflected in the different representations

Through their learning in the **Geometry domain, students:**

- Use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems;
- Show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines;
- Understand the statements of the Pythagorean Theorem and its converse, and why the Pythagorean Theorem holds; and
- Apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.

The common core mathematical practices are infused in the Manhasset math curriculum K – 12. The practices are as follows:

## **MATHEMATICAL PRACTICES**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## **WORLD LANGUAGE 7<sup>th</sup> & 8<sup>th</sup> GRADE**

In middle school, four languages are offered: French, Italian, Spanish and Mandarin. The main goals of the world language program are for students to be able to develop the basic skills necessary to communicate effectively in the language they choose, develop an understanding and an appreciation for the language's customs and traditions, and communicate effectively in the language using each of the three modes of communication: Interpersonal, Presentational and Interpretive. The teachers teach in the target language, and the students are provided with frequent opportunities to speak. They communicate orally using vocabulary that is suitable to the beginning level of language.

We are most grateful to the Tower Foundation for the state of the art language lab. It enables students to communicate in the target language, spoken at a normal tempo, allows more opportunities for speaking, and gives them a much greater ability to develop authentic pronunciation in the target language. The language lab gives teachers new functionalities to create a range of different teaching exercises, by combining text, images, audio, video and graphics. It also consists of classroom management resources to ensure that teachers can effectively prepare for, manage, and monitor student activity. Our students benefit from these new tools that help them focus on developing oral proficiency in the target language. The lab is open to all world language students before school and throughout the school day. Extra help is provided in each of the four languages by the teachers and also by upper level honor society students. The schedule of this help is posted in the lab.

Reading and writing are added to the instruction, as needed. The students learn to read material that has been mastered audio-lingually. They also learn to write, using vocabulary and structures which have already been introduced and mastered through repetition. The intent is to simulate the learning of the native language. Although certain topics are primarily introduced in the 7<sup>th</sup> grade and others in 8<sup>th</sup> grade, all material has to be introduced and then reintroduced in more complex ways, so that the students continue to refine their skills as they develop new ones. In addition, an appreciation for and understanding of other cultures is fostered.

Students who wish to study Spanish or Italian as an additional language may do so in the 9<sup>th</sup> grade.

The New York State Education Department has established Checkpoint A as the first year of language learning. At Manhasset we offer the first year of high school language in the middle school. Most of our students fulfill the requirements for Checkpoint A and receive a credit for high school language when they take and pass the level I-2 course and the Checkpoint A exam at the end of the 8<sup>th</sup> grade. The course grade will appear on the high school transcript and will be part of the high school record.

All students are required to complete level 3 and pass a Regents replacement exam in a language in order to receive a diploma from Manhasset High School. The 7<sup>th</sup> and 8<sup>th</sup> grade language and the successful completion of the Checkpoint A exam qualify the students to begin level 2. It is therefore advisable, whenever possible, for students to begin the study of language in the 7<sup>th</sup> grade.

### **Thematic Units — Seventh Grade**

Identity & Social Relationships — Identity  
Science, Technology, & the Arts — Physical Environment, Climate, Weather, & Geography  
Contemporary Life — School Life & Education  
Contemporary Life — Leisure  
Identity and Social Relationships — Identity; Celebrations, Customs & Traditions; Shopping  
Family and Social Relationships Contemporary Life — Food & Meal Taking

### **Thematic Units — Eighth Grade**

Identity & Social Relationships and Leisure — Identity/Family & Social Relationships/Leisure  
Contemporary Life — House and Home  
Science, Technology, & the Arts — Health & Wellness  
Contemporary Life — Shopping & Travel

The students are engaged in learning activities that are authentically based in everyday situations. These activities are culturally enriching and are based on situations familiar to students. They are developmentally appropriate and increase in complexity from the 7<sup>th</sup> grade to the 8<sup>th</sup> grade.

## **English as a New Language**

Students who enter a New York State Public School for the first time and in whose homes a language other than English is spoken, must be tested. The NYSITELL (New York State Identification Test for English Language Learners) is given to evaluate their proficiency in English and to ensure proper placement in the secondary program. Participation in ENL classes is required for students who do not receive a passing score on the NYSITELL. Depending on their degree of English proficiency, students may be assigned to English as a New Language for up to three periods a day. Students must receive a “4/Commanding” on all sections of the NYSESLAT exam in order to exit from the ENL program. Students earning a “4/Commanding” are required to receive two years of additional support ENL.

The instruction in the ENL program is multifaceted and multifunctional. There are students at varying levels of proficiency in English who have a wide range of academic skills. These students learn to understand, speak, read, and write English. In addition, they are assisted in the various subject matters that they learn in other classes.

# **FINE AND PERFORMING ARTS**

## **MUSIC**

### **Middle School Band and Wind Ensemble Curriculum**

The Middle School Band Program is designed as a transition from the elementary school band and a foundation for the advanced performing demands of the high school program. Students will continue their musical development through mastery of technical skills on their instrument and performing a varied repertoire of music alone and with others. They will increase their understanding of music fundamentals, aural skills, music reading ability, and better understand music in relation to history and culture. Two performing groups are available for students of varying musical abilities. The curriculum will include:

#### **Instrumental Technique**

##### **The students will:**

- Continue developing a characteristic tone on student's chosen instrument
- Read notes with technical accuracy and fluency, using alternate fingerings when appropriate
- Continue working toward playing in tune on their instrument
- Continue developing accuracy in a variety of rhythms and articulations
- Apply technical abilities as a means to musical progress, playing the major scales, arpeggios, and chromatic scales of six key signatures in various speeds, rhythms, and articulations
- Use appropriate posture, playing position, and embouchure
- Percussion students will play rudiments (drumming patterns) from the following list: long roll, five stroke roll, nine stroke roll, flam, ruff, flam tap, and paradiddle at an appropriate speed

Percussionists will be learning and performing on melodic and multiple unpitched percussion instruments

#### **Interpretation/Appreciation/Assessment**

##### **The students will:**

- Understand, appreciate, and incorporate musical expressions into music from a variety of cultural and historical contexts
- Develop an understanding of the relationship between music, the other arts, and disciplines outside the arts in contemporary society
- Develop a discerning and appreciative sense of music-making at all levels
- Continue self-assessment and assessment of various musical performances in rotations, band rehearsals, concerts, and festivals
- Demonstrate a positive attitude toward music, self-development, and group cooperation

## **Musical Literacy**

### **The students will:**

- Perform on an instrument, alone and with others, a varied repertoire of music from the Classical, Popular, Folk and Jazz idioms
- Use musical notation to interpret and express musical ideas-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 6/8, and alla breve meter signatures
- Identify, define and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, phrasing, and expression
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and harmonic progressions, and its application to structural elements in music
- Perform music involving tempo changes and a variety of meters and rhythmic patterns

These standards focus toward meaningful culminating performance activities which include public performances (Concert Band and Wind Ensemble) and attendance at musical events in the community at large. Enrichment activities include performances at the NYSSMA Solo and Ensemble Festival, Nassau All-County Bands, and Jazz Ensemble.

## **Middle School Orchestra and String Ensemble Curriculum**

The Middle School Orchestra Program is designed as a transition from the elementary school orchestra and a foundation for the advanced performing demands of the high school program. Students will continue their musical development through mastery of technical skills on their instrument and performing a varied repertoire of music alone and with others. They will increase their understanding of music fundamentals, aural skills, music reading ability, and better understand music in relation to history and culture. Two performing groups are available for students of varying musical abilities.

## **Student Skill Development**

### **The students will:**

- Reinforce proper sitting position as well as proper position of the instruments in relation to the body
- Review exact position of the fingers of the bow hand; slightly spaced fingers, bent thumb opposite middle finger, pinky on top for violin/viola
- Name the order of sharps and flats using the memorization aid F#ather C#harles G#oes D#own A#nd E#nds B#attle (reverse for flats)
- Expand scales to two octaves where possible and introduce arpeggios and chromatic scales
- Definition of minor scales
- Discuss in more detail cello extensions: Flatten the knuckles and extend between first and second finger with the thumb going with while remaining behind the second finger
- Show hand and wrist flexibility on all strings
- Give definition and show various exercises for vibrato
- Incorporate vibrato on the G major scale
- Demonstrate bow arm movements – upper arm moving from the shoulder and lower arm moving from the elbow
- Memorization of the Circle of Fifths
- Ability to tune own instrument with assistance from the teacher

- Advancement of technical skills such as shifting into third position
- Develop off the string bow strokes such as spiccato and brush stroke
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 6/8, and alla breve meter signatures
- Perform on instrument, alone and in small ensembles
- Identify, define and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, phrasing, and expression
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and harmonic progressions and its application to structural elements in music
- Perform music involving tempo changes and a variety of meters and rhythmic patterns

Preparing for concerts is an important learning activity. The concert music presents new challenges for students and allows them to explore a varied repertoire of music from the Classical, Popular, Folk and Jazz idioms. The objectives of concert repertoire are that they be examples of good literature; pieces that develop student ability level, i.e. technical, rhythmic, articulation, and pieces that the group will enjoy. These objectives focus toward meaningful culminating performance activities which include public performances (String Ensemble and Middle School Orchestra) and attendance at musical events in the community at large. Enrichment activities include performances at the NYSSMA Solo and Ensemble Festival, Nassau All-County Orchestra, and Long Island String Festival.

### **Middle School 7<sup>th</sup> Grade and 8<sup>th</sup> Grade Chorus Curriculum**

The Manhasset Middle School Choral Program serves as a transition from elementary school chorus and general music into a secondary choral program. Students continue their musical development through the study and performance of a wide variety of musical styles from classical to contemporary popular repertoire. Three performing groups are available for student participation. The curriculum will include:

## **Vocal Technique and Musicianship**

### **Students will:**

- Sing pitches and rhythms accurately demonstrating good breath support
- Expressively sing music representing diverse genres and cultures
- Sing three and four part vocal music
- Interpret and express musical notation as follows:
  1. Demonstrate knowledge of whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 6/8 and alla breve meter signatures
  2. Identify and use notation symbols for pitch, rhythm, intervals, dynamics, tempo, articulation and expression
  3. Sight-read music utilizing scale degree numbers and solfege symbols

## **Music Evaluation**

### **Students will:**

- Understand, appreciate and incorporate musical expressions into music from a variety of cultural and historical contexts
- Describe specific music events using correct music terminology
- Analyze the use of the elements of music in examples representing diverse genres and cultures
- Evaluate the quality and effectiveness of music performances by applying specified criteria appropriate for the style of the music and offer constructive suggestions for improvement
- Study the relationship between music, the other arts, and disciplines outside the arts
- Develop an understanding of music in relation to history and culture

Students perform in at least two public concerts during the academic year. Students also have the opportunity to participate in NYSSMA Solo and Ensemble Festivals, Nassau All-County Chorus and various other community performances.

### **Middle School Chamber Singers Curriculum**

A challenging program which works at a level equal to most high school programs. Sectionals allow students the opportunity to work in small groups to learn difficult music and to further develop healthy singing technique. Only the most advanced students, both musically and vocally, from seventh and eighth grade are accepted into Chamber Singers. Two mandatory concerts are presented each year. Students also have the opportunity to participate in NYSSMA Solo and Ensemble Festivals, Nassau All-County Chorus and various other community performances. Continued participation in this performance organization is dependent on **being supportive of fellow students, exemplary mature conduct, outstanding vocal production and solid musicianship.**

**Prerequisite: Audition by the director.**

## **ART**

### **Elements and Principles of Design**

A variety of projects dealing with the following:

- Line
- Color
- Shape
- Form
- Texture
- Space
- Value
- Balance, symmetry, and asymmetry
- Rhythm
- Harmony
- Repetition
- Contrast
- Unity
- Movement



## **Exposure to a Variety of Media**

Two and three-dimensional work created by students individually to include:

- Drawing from Observation, Imagination, Portraits, Landscapes, Still Life, Figure  
Drawing using pencils, charcoal, pastels, oil pastels, inks
- Paintings using watercolors, tempera, acrylics, mixed media
- Printmaking
- Sculpture

The Study of Art History and Famous Artists

Responding to and Analyzing Works of Art

Understanding the Cultural Dimensions and Contributions of the Visual Arts

Portfolio and Sketchbook Development

Opportunities for Participation in the Visual Arts in the Community

Middle School Art is the foundation for an outstanding high school art program.

## **THEATRE**

This is a class in improvisational drama and video which meets every other day for the semester. In the class, students work collaboratively to solve production problems and to develop skill in acting and video production. As the class progresses students will increase their ability to express feelings and ideas through the use of their body, voice, and oral language. They will also develop insight into how TV shapes reality by making commercials and producing news shows. **The class is available for 7th and 8th grade students.**

### **Theatre Skills/Improvisation**

#### **Pantomime**

1. Work cooperatively to create the reality of a shared object
  - Imaginary props
  - Imaginary set pieces
2. Establish place, time, weather through pantomime
3. Use five senses to visualize object
4. Sharpen observation skills to increase detail in pantomime
5. Break pantomime down into units with each having a clear beginning and end
6. Maintain consistency in pantomiming objects (weight, dimensions, manner of operation)

### **Spontaneity/Imagination**

1. Respond promptly on the intuitive, non-intellectual level to a given dramatic stimulus
2. Avoid self-criticism that interferes with the intuitive process
3. Learn and practice brainstorming techniques

#### **Characterization**

1. Create the physical reality of a character through walk, body language, facial expression
2. Explore the voice as an instrument to establish character (personality, background, age, and ethnicity). Consider such things as rate, pitch, quality, diction, accents and regional patterns
3. Develop character through establishing relationship with others in scene
4. Create character through exploring character's relationship with an object or objects
5. Contrast stock characters/stereotypes with well-rounded, reality-based characters
6. Contrast a realistic performance with a stylized one
7. Develop scenes based upon status relationships (who has the power and who doesn't)
8. Create scenes in which there is a power shift from beginning to end
9. Use personal recall and observation as the basis for characterization

## **Dramatization**

1. Learn to improvise for increasingly longer periods of time
2. Play off and develop the ideas of others
3. Create scenes that adhere to conventional dramatic structure: exposition, conflict/problem, complications, climax, resolution
4. Develop scene using character objectives, obstacles, actions
5. Build a story to a climax by switching focus back and forth between two groups of characters
6. Work with increasingly larger numbers in a scene

## **Video Skills**

1. Identify what TV and film have in common with the theatre and how they are different
2. Compare and contrast story telling techniques used in theatre with those used in TV and film
3. Explore the use of camera angles and different shots in communicating character, mood, and plot
4. Explore the use of music to create character, mood, and suspense
5. Make videos using a variety of formats: commercials, news, magazine format shows, dramas, and comedies

## **Social/Personal Skills**

1. Play the role of both leader and follower in group planning, accepting the ideas of others and negotiating differences
2. Work collaboratively and respectfully with classmates in performing
3. Maintain focus on stage
4. Be a courteous audience member
5. Evaluate the performance of others in a respectful manner. Avoid the use of pejorative language
6. Critique, identifying both strengths and weaknesses in a performance
7. Learn to accept and use suggestions for improvement made by class and teacher

## **Live Performances**

1. Attend Lincoln Center in-school performances, middle school and high school plays.
2. Critique using insights gained in drama class.
3. Participate in Fall play and Spring musical either as a performer or behind the scenes.

## **BUSINESS AND CAREER EXPLORATION**

Introduction to Business and Career Exploration will provide engaging opportunities for students to learn about themselves and the world as they explore the following topics: The Importance of Teamwork, Executive Functioning Skills, Effective Business Communication Best Practices, Professionalism, Exploration of Personality Traits, Careers vs Jobs, Career Clusters, Networking, Social Media Presence, The Business World from the Employer Side including: Hiring, Marketing and Branding, Achieving a Work/ Life Balance/ SEL, and Financial and Consumer Literacy.

## **COMPUTER LITERACY 7**

This course provides a basic understanding of the workings of a computer and instruction in the Google Suite, MS Office, and other online software and applications. Techniques covered in the course will include, but not be limited to:

- Creating and analyzing spreadsheets and work with charts in Excel/Google Sheets
- Presenting essays, letters, and narratives in various formats
- Computer Programming instruction and units
- Using online graphic editors such as Canva, Google Drawing
- Creating oral presentations using PowerPoint/Google Slides
- Creating brochures, flyers and cards with Word/Docs using various software such as Canva, Padlet, Kami, etc.
- Exploratory work and discussions on AI with software, accuracy, biases, advantages and disadvantages

Research and study skills will be reinforced by using the Internet and various online software subscriptions. Students will learn how to be safe while using the Internet. This is a project-oriented course coordinating English, mathematics, science, and social studies with computer applications. The projects selected will parallel authentic activities. With the recent adoption of the New York State Computer Science and Digital Fluency Learning Standards, emphasis will be placed on various concepts such as Impact of Computing, Computational Thinking, Networks and Systems Design, Cybersecurity, and Digital Literacy.

## **TECHNOLOGY**

Technology courses incorporate learning activities that address the NYS Learning Standards for Mathematics, Science and Technology and the Manhasset Standards of Excellence. Technology courses are required during a student's middle school years. The projects implemented in Technology integrate the development of skills involving mathematical analysis, scientific problem solving and engineering design.

# PHYSICAL EDUCATION

Grades 7 and 8 Physical Education students will:

- move, using concepts of body awareness and space awareness
- demonstrate competence and proficiency in combinations of locomotor, and manipulate skills performed individually and with others
- demonstrate competence and proficiency in many different forms of physical activity and skills
- participate regularly in interpersonal skills such as cooperation, problem-solving, communication, sharing, courtesy, respect, leadership, honesty and a sense of fair play
- establish realistic and attainable goals pertaining to exercise, fitness, and wellness
- participate regularly in moderate lifetime physical activities for the development and maintenance of health related fitness, socialization, recreation, and stress reduction
- demonstrate safe practice and techniques when participating in physical activity
- know the rules, strategies and appropriate behaviors for selected physical activities as both a participant and a spectator
- know that participation in physical activity can lead to multi-cultural understanding
- the concepts and principles inherent to the development of health-related fitness, wellness, and positive health practices
- know how to assess one's health related fitness, and as a result, design a personal fitness program in accordance with the principles of training and conditioning
- value physical activity as an essential element in one's lifestyle
- value participation in physical activity as an enjoyable experience

## HEALTH EDUCATION

Grade 8 Health Education students will:

- recognize patterns of behavior that promote emotional well-being and positive interpersonal relationships
- understand the role of nutrition in maintaining good health
- demonstrate an appreciation of the role of the family in society and an understanding of human sexuality
- understand the behaviors that are needed to prevent illness and minimize diseases
- understand the physical, social, and emotional factors associated with substance abuse
- understand that HIV infection is a preventable disease and identify the methods of preventing the spread of HIV
- recognize the importance of maintaining a safe environment and to learn to respond appropriately to emergencies

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The Manhasset Middle School Experience- a special place where elementary students may enter as dependent learners in grade seven but leave enriched with an experience which allows them to become independent learners ready for ninth grade.

During these important years of monumental change, our staff is committed to helping each and every student make this transition. We believe this is the most precious time of a young person's life socially, emotionally, and academically. Our expectation is to work as a TEAM with parents/guardians to help our students achieve their highest potential.