

DAKE JUNIOR HIGH SCHOOL



2025 – 2026 COURSE CATALOG

TABLE OF CONTENTS

<u>SUBJECT</u>	<u>PAGE</u>
Counseling Department	3
Course Selection Information	3
How to Use the Course Catalog	4
Achieving High Standards at Dake	4
Acceleration at Dake	4
Suggestions for Academic Success at Dake	4
Minimum Graduation Requirements	5
Student/Counselor Assignment (2024/2025)	6
Department Course Offerings	7- 14
Art	7
English	7
Family and Consumer Science	7
Health and Physical Education	8
Mathematics	8
Music	9
Extra Music Opportunities	10
Science	10-11
Social Studies	11
Technology	11
World Languages	12
Academic Interventions & Supports	12-13

COUNSELING DEPARTMENT

Students are assigned to counselors based on their gem team assignment. Students and parents are encouraged to contact them with any questions or concerns they may have. Appointments may be made between 7:45 a.m. and 3:15 p.m. by calling 336-2961.

The West Irondequoit CSD has a comprehensive school counseling program throughout grades K-12. Our program transitions students from two middle schools, Iroquois and Rogers, holistically targeting students' career, social/emotional and academic growth. Annually, all students are scheduled for individual meetings with their counselors and have opportunities for group experiences as they go through school. The focus of these activities is on social emotional learning and future planning.

Academic: Develop and monitor each student's academic program, including students with special needs.

Career: Assist each student with the decision-making and development of appropriate future goals by identifying approaches for achieving those goals and defining actionable steps to focus on at the junior high level.

Social/Emotional: Assist and support each student in the development of self-awareness and how it relates to the world around him/her.

COURSE SELECTION INFORMATION

Students at Dake have set courses they are required to take. They will select their world language and music choice during 6th grade as we plan for their transition to Dake. In 8th grade students will begin to have additional course options, including Algebra and Life Science: Biology Later in 8th grade they will begin to discuss high school course planning with their counselors and have more selection for elective area classes. When selecting courses for the following school year, keep in mind your interests, aptitudes, and goals. Also, consider the following:

- Select subjects which are challenging and in which you can expect to do reasonably well if you make a good effort. Your teacher's recommendation can help you in this regard.
- Select subjects that will develop your strengths. For example, if you have high ability in mathematics, elect for a higher-level math course, and develop your ability to a high level of proficiency. Work hard in all subjects to be sure that you do not close any doors that may be important to your future, and that you develop a well-rounded background.
- Discuss your future plans with the adults in your life and with your counselor.



ACHIEVING HIGH STANDARDS

At West Irondequoit, we seek Peak Performance for all students through the mastery rigorous course outcomes and high standards. Course curriculum is in line with the NYS Learning Standards for each content area and can be accessed on the [NYS website](#). West Irondequoit has also integrated 21st Century Skills to prepare students for success in both college and career pathways. Our comprehensive curriculum represents the skills, content, and competencies each student must reach to achieve their diploma. At Dake Junior High School, we seek to enable each individual to meet or exceed standards and achieve to their full potential.

ACCELERATION AT DAKE

At Dake, we offer accelerated courses in math and science for 8th graders. Students are encouraged to challenge themselves based on their academic and social/emotional readiness. Acceleration means taking high school level regents course(s) which will result in earning credit towards graduation. Course credit is determined by the successful completion of course requirements within the required time frame. Units of credit toward high school graduation are recorded on report cards and transcripts. Once students transition to the high school they will have additional opportunities for acceleration and/or advanced placement. Taking accelerated courses in 8th grade could help prepare students for AP level work in the high school. Consult the course teacher and your school counselor for support and additional resources if you need it.

SUGGESTIONS FOR ACADEMIC SUCCESS AT DAKE

To be successful at Dake, we encourage each student to...

- | | |
|---|---|
| <ul style="list-style-type: none">• Attend school regularly and be on time for every class. This habit will be important throughout life.• Be prepared. Teachers may assign homework to build skills, provide review, and reinforce new learning. Use a planner to write down and keep track of your assignments and due dates.• Use study halls or Support Study to complete work.• Make up work when you're not in class. If you are not in class, you are expected to make up any missed work. On days you are absent, please check your work in Schoology. You can also contact your teachers when you have any questions.• Ask for extra help. If you don't understand, please ask! Teachers are available before and after school and sometimes during your study hall or lunch. | <ul style="list-style-type: none">• Stay organized. Take care of books, your laptop and other materials that are loaned to you by the District. Use a planner or different organizer to keep track of assignments and due dates.• Keep your locker organized.• Read often. Nothing helps students reach peak performance more than reading. Visit the Dake and local libraries frequently. After reading a book, students are encouraged to submit a Book Bucks form to participate in this wonderful annual event. Please see our librarian for details.• Write frequently. Writing is a process that helps to develop skills. Take notes as you read, write summaries about a newly learned topic, or capture your dreams in a journal |
|---|---|

An exciting part of supporting Duke students is getting them ready for the high school. As part of that process, the requirements below are discussed with 8th graders as they begin to plan for the transition to high school and future graduation. These are minimum diploma requirements, as set forth by the Board of Regents and the West Irondequoit Board of Education. Students are encouraged to challenge beyond the minimum standard. 8th grade students can earn credits for their level 1 world language, Advanced Algebra and/or Living Environment if they choose to take them.

MINIMUM GRADUATION REQUIREMENTS 2025 – 2026

Regents Diploma ****

REQUIRED COURSES

English	4
Social Studies	4
Math	3*
Science	3*
World Language	1**
Art/Music	1
Health	.5
Electives	3.5
Physical Education	2.0
TOTAL – 22 credits	

Regents Diploma with Advanced Designation

REQUIRED COURSES

English	4
Social Studies	4
Math	3*
Science	3*
World Language	3***
Art/Music	1
Health	.5
Electives	1.5
Physical Education	2.0
TOTAL – 22 credits	

REGENTS EXAMS (passing score of 65 or above)	REGENTS EXAMS (passing score of 65 or above)
English Language Arts	English Language Arts
Math Exam	Algebra 1, Geometry and Algebra 2
Global History	Global History
US History	US History
Science Exam	Two Science (Living Environment, 1 Physical Science)
	World Language *** ^

*	An integrated course in science/technology/engineering/math may be used as the third required unit of credit in either mathematics or science when the course is taught by a certified STEM teacher, and it meets the commencement level of the NYS standards for Math, Science, and Technology. Courses that meet this requirement are noted in this catalog in the Technology Education section.
**	Students are required to earn one (1) credit in World Language by the end of their freshman year either by passing the Level I course and final exam in Grade 8 or the course in Grade 9.
***	Students may fulfill this requirement by earning 5 units of credit in Art, Music, Business, Technology or Career and Technical Education. All students are encouraged to complete at least three units of a World Language in high school.
^	State Regents exams are no longer offered in Languages. Students are required to pass the West Irondequoit Level III final exam to earn a Regents Diploma with Advanced Designation.
****	For a Regents diploma, the WICSD follows the NYS Guidance relative to the 4+1 Pathways option. See http://www.p12.nysed.gov/ciai/multiple-pathways/ for more information.

STUDENT/COUNSELOR ASSIGNMENT

COUNSELOR	Teams
Mr. Battaglia	Ruby & Emerald
Ms. Hess	Amethyst & Topaz
Ms. Williams	Sapphire & Opal

8:1:1 Program: Battaglia

12:1:4: Williams

12:1:1 Hess & Williams

Consult: Battaglia

Resource: Battaglia

ENL: Hess

ICT: Hess & Williams

TSP: Williams, Hess, Battaglia



COURSE DESCRIPTIONS

ART DEPARTMENT

Art 7

7th grade Art explores a variety of methods and materials, from traditional drawing and painting to sculpting and digital art. Students will focus on enjoying the process of learning, experimenting, and growing as an artist. Throughout the course we'll dive into foundational basics i.e. color theory, composition, and texture. No matter the skill level, students can enjoy the process of learning through hands-on experiences.

Art 8

8th grade Art expands on previous learning of artistic methods and materials while building independence. The course will focus on discovering student's personal artistic voice and challenge students to think creatively and problem solve. Students of all skill levels will be encouraged to take risks and experiment. Above all, the course is about discovering new ways to think and see the world through an artistic lens.

ENGLISH DEPARTMENT

English 7

The English 7 curriculum engages students in a variety of genres, such as novels, short story, verse novels, poetry, non-fiction, drama, and independent reading. Students will engage in learning experiences designed to strengthen their skills in citation of evidence to support their analysis of texts, identification and analysis of themes, evaluation of character development and perspectives, and writing in various modes with revising and editing strategies. Instruction concentrates on helping students develop critical reading, writing, listening, and speaking skills aligned to NYS Standards.

English 8

The English 8 curriculum engages students in a variety of genres, such as novels, short story, poetry, non-fiction, narrative non-fiction, drama and independent reading. Student will continue to strengthen and build their skills in citation of evidence to support their analysis of texts, identification and analysis of themes, evaluation of character development and perspectives, and writing in various modes with revising and editing strategies. Instruction concentrates on honing critical reading, writing, listening, and speaking skills aligned to NYS Standards in preparation for transitioning to high school.

FAMILY AND CONSUMER SCIENCES

FACS 7

Family and Consumer Science (FACS) provides students with a comprehensive understanding of various aspects related to family life, individual well-being, and the community. FACS aims to equip students with practical skills and knowledge that promote personal, family, and community well-being, preparing them for success. Topics can include decision making, kitchen/food safety, cooking/ baking, nutrition, laundry, and sewing.

FACS 8

Family and Consumer Science (FACS) provides students with a comprehensive understanding of various aspects related to family life, individual well-being, and the community. FACS aims to equip students with practical skills and knowledge that promote personal, family, and community well-being, preparing them for success. Topics can include stress and time management, families, child development, budgeting, careers and job readiness skills, advertisements, and interior design.

HEALTH & PHYSICAL EDUCATION DEPARTMENT

Health 7

Health 7 is a 20-week course that focuses on various content and topics; such as, Wellness, Adolescence, Social Health, Social Media, First Aid/CPR, Relationships, Disease Prevention, Mental Health, Alcohol and Drugs and Nutrition.

Students will identify the connection between the 7 essential health skills (Self-Management, Decision Making, Stress Management, Planning and Goal Setting, Communication, Relationship Management and Advocacy) and the course curriculum while understanding how one can maintain optimum health.

This course will utilize various assessment tools and strategies throughout the 20-week semester.

Physical Education 7/8

The emphasis of this program is to develop lead-up skills to enhance performance, gain knowledge of rules, strategies, and fitness concepts, and to expand students' appreciation of movement experiences in a variety of areas. Students are assessed on knowledge, interaction with others and performance of specific skills.

Unified Physical Education 7/8

This program is designed to meet the needs of students with intellectual and physical disabilities. All activities are adapted to meet the needs of our Unified PE students. This allows for a joint PE experience between PE students and their peer partners.

MATH DEPARTMENT

Math 7

The focus of this course is to continue to build the foundation necessary for success in the study of algebra. The instruction concentrates on developing particular skills as defined by the NYS Learning Standards. The quality of work will allow students to gain a deeper understanding of the concepts as well as make connections between the theoretical processes and real-world applications. Students will concentrate on the following domains: integers and rational numbers, expressions, equations and inequalities, ratios and proportional relationships, percentages, geometry, and statistics and probability.

Math 8

This course is designed to build upon the mathematical concepts mastered in grade 7. The curriculum is structured to develop students' understanding and proficiency in various mathematical domains. Key areas of focus include: number sense, linear functions, linear relationships, geometry, and statistics. Throughout the course, students will engage in problem-solving, reasoning, and critical thinking activities to deepen their mathematical understanding and prepare for high school mathematics. This course aims to foster a positive attitude towards mathematics and encourage students to see its relevance in everyday life.

Algebra

Duration/Credit: Year- 1 unit

Level: Regents

This accelerated course is designed for 8th grade students who have demonstrated strong mathematical abilities and are ready for more rigorous content. The curriculum aligns with the NYS Learning Standards and prepares students for high school-level mathematics with the option for an accelerated pathway. As students enter high school, they will choose from either regents geometry or advanced geometry. Key areas of focus include: the real number system, equations and inequalities, linear and non-linear relationships, factoring and statistics. Throughout the course, students will engage in problem-solving, critical thinking, and collaborative activities to deepen their understanding of algebraic concepts. Instruction will be enhanced using technology, including the graphing calculator. The Regents examination in June, "Algebra 1", is required for graduation.

MUSIC DEPARTMENT

Band 7 & 8

Band 7 and 8 are curricular classes that fulfill New York State Music requirements for 7th and 8th grade and perform standard literature for woodwinds, brass, and percussion instruments. These ensembles meet every other day for one, 42-minute period, and group lessons are held once every six days, also for a 42-minute period. Participants leave a regularly scheduled class for these lessons, but because a rotating lesson schedule is used, students won't miss the same class more than once every 4-5 weeks. Additionally, students are required to perform in three evening concerts. Prior experience on one of these instruments is required for membership in Band 7 or 8: flute, oboe, clarinet, bassoon, saxophone, trumpet, horn, trombone, euphonium, tuba, or percussion (which includes snare drum AND keyboard percussion).

Chorus 7 & 8

7th grade Bass Choir and 7th grade Treble choir:
The Dake choirs are part of the curriculum for 7th and 8th graders and fulfill the New York State requirements for music. Dake choirs meet every other day during the regular school day, and they are organized by age level and voice type. Just as wind instruments go into band and string instruments go into orchestra, bass voices go into bass choir and treble voices go into treble choir. The seventh-grade choirs perform standard choral literature. There are three required concerts per year; one in December, one in March, and the final concert will be in June. Eighth grade chorus has more complicated literature, with a focus on bringing voices back together for high school chorus groups. The concerts are in December, February, and June. Choir is a yearlong class.

General Music

General music is a curricular class that fulfills New York State Music requirements for 7th and 8th grade. General music has no concerts or required public performances. It meets every other day for one semester. Students will learn some basics of "community" instruments- either piano/keyboards or guitar- depending on the year cycle. There may be more typical classwork- projects, presentations, etc. and will also include some written assessments and music playing assessments.

Orchestra 7 & 8

Orchestra 7 and 8 are curricular classes that fulfill New York State Music requirements for 7th and 8th grade and perform standard literature for stringed instruments. These ensembles meet every other day for one, 42-minute period, and group lessons are held once every six days, also for a 42-minute period. Participants leave a regularly scheduled class for these lessons, but because a rotating lesson schedule is used, students won't miss the same class more than once every 4-5 weeks. Additionally, students are required to perform in three evening concerts. Prior experience on one of these instruments is required for membership in Orchestra 7 or 8: violin, viola, cello bass.

ADDITIONAL MUSIC OPPORTUNITIES

Jazz Ensemble

Jazz Ensemble is a select ensemble consisting of students nominated by their instrumental music teacher. It is not a curricular class- No credit is awarded and it does not fulfill the state requirement for music. Occasionally, if there is overwhelming interest, a brief audition may be required. This ensemble performs challenging literature from American jazz traditions such as swing, funk, rock, and Latin music. There are two required concerts per year with the possibility of additional performance opportunities in the late spring. Jazz Ensemble meets every day for 20 minutes, and these rehearsals occur during the first half of the participants' lunch period. There are no group lessons associated with Jazz Ensemble, and participants do not receive a grade for the class.

Sound Crowd

Sound Crowd is an advanced extra-curricular choir. Sound Crowd is not a curricular class- No credit is awarded, and it does not fulfill the state requirement for music. Even though it is a club, we require parent permission to enroll in the group. It is part of the student's daily schedule in conjunction with the lunch period. Students must audition for Sound Crowd or be recommended by their chorus teacher. Sound Crowd performs more challenging four-part vocal music- both treble and bass voices are combined for this ensemble. There is more of a focus on musical theater, pop, vocal jazz, and contemporary a cappella. Sound Crowd has five performances a year, a December, March, and June concert as well as an evening of vocal jazz in April and also an adjudicated music festival performance in June.

SCIENCE DEPARTMENT

Science 7

7th grade students will engage in inquiry-based learning to answer some of the questions surrounding scientific phenomenon. This course will help prepare students for the NYS Science 8 Assessment given in May of their 8th grade year. Each student will need to successfully complete one NYS required laboratory experience although students will engage in many locally developed hands-on exercises. The curriculum includes topics such as physical properties of matter (density, boiling points, and solubility), chemical properties of matter (atomic structure, periodic table, and reactions), Earth's History, and Ecology. This course will include a comprehensive midterm exam and a comprehensive final exam. The course ends with a "murder mystery" based on the game of Clue where students will determine "who did it" based on studying the "evidence".

Science 8

8th grade students will engage in inquiry-based learning to answer some of the questions surrounding scientific phenomenon. This course will help prepare students for the NYS Science 8 Assessment given in May of their 8th grade year. Each student will need to successfully complete two NYS required laboratory experience although students will engage in many locally developed hands-on exercises. The curriculum includes topics such as Energy, Forces, Electricity, Sound, Light, Space Systems, Climate and Weather, Body Systems, Adaptations, and Genetics. This course will include a comprehensive midterm exam and a comprehensive final exam.

Life Science: Biology

Duration/Credit: Year- 1 unit

Level: Regents

This is a high school science course offered to some accelerated 8th graders. This course requires students to work at a high level of independence. This course alternates between 42- and 84-minute periods every other day. In Living Environment, students will study the characteristics of living things to develop a better understanding of life.

In the laboratory, students will investigate the techniques, equipment and information used by professional biologists. Areas of study will include biochemistry, genetics and DNA technology, reproduction and development, evolution, wellness and ecology. The required exam in Living Environment includes a written Regents exam and the successful completion of four mandatory state labs. 1200 minutes of laboratory work is required.

SOCIAL STUDIES DEPARTMENT

Social Studies 7

This course focuses on the history of the United States and the development of the American democratic government. Throughout this course, students will tackle the central issues in American history, beginning in pre-colonial America through the Civil War era. In addition to exploring familiar concepts such as separation of powers, students will also consider historically marginalized voices in history as they craft their understanding of the historical narrative of the United States

Social Studies 8

This course focuses on the history of the United States and the development of the American democratic government. Throughout this course, students will tackle the central issues in American history, beginning in the Reconstruction Era and stretching into the modern day. In addition to exploring familiar concepts such as power and democracy, students will also consider historically marginalized voices in history as they craft their understanding of the historical narrative of the United States.

TECHNOLOGY DEPARTMENT

Technology 7

This course is an introduction to the elements and concepts of technology. The Jr. High program provides students with a preview of courses they may consider taking at the high school level. Students will learn to use the design process and implement problem solving strategies to create and evaluate solutions to various real-world problems. Much of the class time students will be working independently or in teams to complete different projects.

Technology 8

This course is a continuation of the elements and concepts of technology and engineering. The Jr. High program provides students with a preview of opportunities they may consider taking at the high school level. High school fields of study include Building Trades, Automotive Trades, Engineering, and Information Technologies.

WORLD LANGUAGE DEPARTMENT

World Language 7

(French, German, Italian, Spanish)

An introduction to the basic language functions of listening, reading, writing and speaking in the target language. Students meet every other day to practice the foundational skills and explore the diverse cultures that speak their chosen language. This course is the first step towards the NYS Proficiency exam taken at the end of Level 1.

World Language Level 1

(French, German, Italian, Spanish)

Duration/Credit: Year- 1 unit

Level: Regents

This course builds on the foundational skills learned in the 7th grade World Language course, expanding the development of listening, speaking, reading and writing. Students will focus on a variety of topics centered around family, school, and everyday life, as well as enhance their understanding of the cultures associated with the target language. This course concludes with the NYS Proficiency Exam. When students pass both the exam and course they will earn the required high school World Language credit towards graduation.

ACADEMIC INTERVENTIONS & SUPPORTS

RtI ELA

Scheduled into students' day is an every-other-day period for intervention or guided skill development. Instruction will be provided by an ELA teacher and will align to focus standards and skills covered in class. Students will be scheduled into fluid groups, that will be reviewed periodically throughout the year during intervention reviews.

RtI ELA Extension

Scheduled into students' day is an every-other-day period for extension and advancement. This course welcomes students capable of above-average reading and writing skills who are ready to challenge themselves. Instruction will be provided by an ELA teacher, and students will engage in many rigorous reading and writing opportunities aligned to the focus standards and skills covered in their ELA class. This is a semester long course.

ELA Lab

Students who are identified as having foundational literacy skill gaps including and would benefit from small group (5-10 students) instruction in these areas may be scheduled into a support period facilitated by either a Teacher or Teacher Assistant. Typically, student needs are determined by a review of multiple sources of data, including: iReady Diagnostic Assessments, AimsWeb, and other literacy assessments. Teachers and Teacher Assistants in the lab plan instruction to target skill and content deficits and support proficiency with current coursework through pre-teaching and re-teaching. Regular progress monitoring is conducted and recorded to monitor student progress in relation to their goals. Interventions may be adjusted throughout the year as needed.

RtI Math

Scheduled into students' day in an every-other day period for extension, intervention, or guided skill development. Instruction will be provided by a mathematics teacher during the period. Students will be scheduled into fluid groups, that will be reviewed periodically throughout the year during intervention reviews. Note: based on student enrollment, students may not have the option to be unenrolled in this course.

RtI Math Extension

This course is designed for students who are at grade level or higher in their math skills. Scheduled every other day and taught by their math teacher. RTI math provides instruction to enhance and extend students' mathematical understanding. The curriculum is aligned with NYS standards, ensuring that students receive a rigorous and comprehensive education as well as with what is being taught in their math class. Students may engage in a variety of activities that promote critical thinking, problem solving, and advanced mathematical concepts. Quarterly reviews are conducted to assess student progress and determine placement in different sections, ensuring that each student receives instruction tailored to their needs and abilities.

Math Lab

Students who are identified as having mathematical skill gaps and would benefit from small group (5-10 students) instruction in these areas may be scheduled into a Math support period facilitated by either a teacher or teaching assistant. Typically, student needs are determined by a review of multiple sources of data, including: iReady Diagnostic Assessments, Classroom Performance, NYS Assessments and/or Checkpoint assessments. Teachers and Teaching Assistants in the lab plan instruction to target skill and content deficits and support proficiency with current coursework through pre-teaching and re-teaching. Regular progress monitoring is conducted and recorded to monitor student progress in relation to their goals. Interventions may be adjusted throughout the year as needed.

Reading Lab

Students who are identified as having foundational literacy skill gaps would benefit from small group (1-5 students) targeted scientific-based reading instruction in these areas may be scheduled into a reading support period. Typically, students demonstrate needs determined by a review of multiple sources of data, including: iReady Diagnostic Assessments, AimsWeb, and other literacy assessments to help diagnose student reading deficits and root cause for reading. Teachers in the lab plan instruction to target skill deficits and promote the transfer of skills to academic areas. Students in labs are reviewed three times during the school year to monitor the need for continued support. Regular progress monitoring is conducted and recorded to monitor student progress in relation to their goals. Interventions may be adjusted throughout the year as needed.

Support Study

Support Study is a support study hall environment for students that focuses on organization, prioritization and help in Humanities/STEAM and/or completing classwork and homework. A teaching assistant works with small groups of students (≤ 5 students) to provide assistance with executive functioning needs. Students are scheduled into Support Study every other day. The School Counselor serves as the case manager and monitors the effectiveness of the Support Study placement.

Supplemental Algebra

Students taking Algebra in grade 8 that would benefit from small group (no more than 15 students) instruction to support mathematical skill gaps may be recommended for this course. Typically, student needs are determined by a review of multiple sources of data, including: iReady Diagnostic Assessment, common formative assessments, and NYS Assessments. Instruction is targeted to skill and content deficits and support proficiency with current coursework through pre-teaching and re-teaching. Regular progress monitoring is conducted and recorded to monitor student progress in relation to their goals

Supplemental Biology

Biology Supplemental is designed for students enrolled in the Biology: Life Science course who require additional support to succeed. This course provides targeted instruction to address learning gaps and enhance conceptual understanding of key biology topics.

Students are placed in this course based on their assessment results and classroom performance data. In a supportive classroom environment, students will receive personalized instruction from a qualified biology teacher, focusing on areas where they need the most help.

As students demonstrate sufficient growth and the ability to work independently, they may be dismissed from the course, allowing them to continue their biology studies with increased confidence and competence.



Dake Junior High School

Community Values

Shared Purpose

We are here to LEARN

Mutual Respect

We CARE about each other as human beings

Mutual Support

We HELP each other

Shared Pride

We CELEBRATE our Dake community

