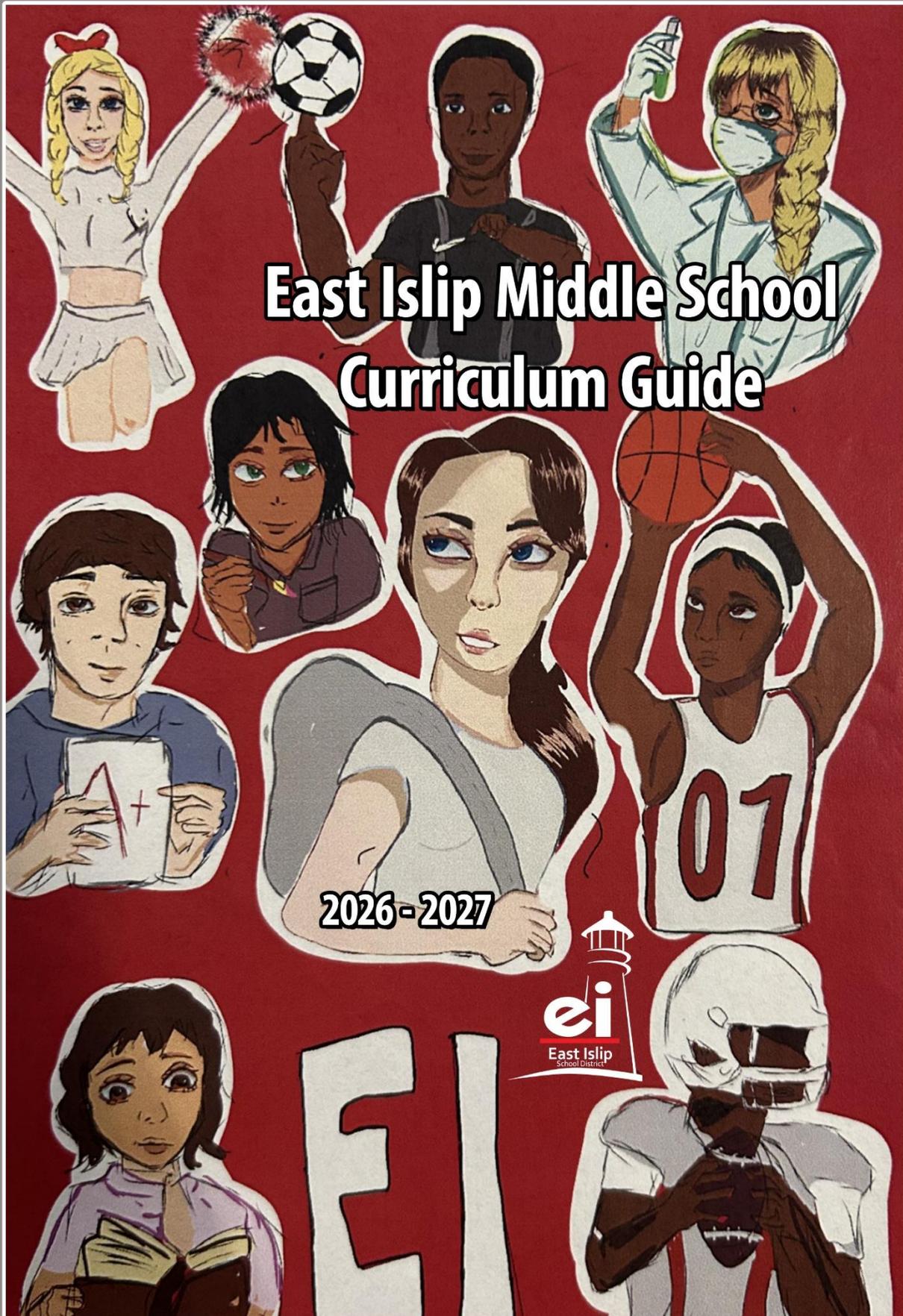


# East Islip Middle School Curriculum Guide

2026-2027



# EI



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Nicholas Spiegler, *Assistant Principal*

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## **MIDDLE SCHOOL COUNSELORS**

Stacey Bruno  
Joshua Wolin  
Michelle Meyer

*Cover by Hatshepsut Isabel Lazo Eguigure*

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Principal  
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November 2024

Dear East Islip Middle School Families:

I am excited to share with you the East Islip Middle School Curriculum Guide for the 2026-2027 school year. This guide represents a collaborative effort by our faculty and staff to provide you and your child with clear, detailed information about courses, academic support, and the wide range of opportunities available at our school.

Our curriculum for grades 6-8 is carefully designed to align with the standards and requirements of the New York State Department of Education. The foundation students build in middle school is essential for their future success in high school and beyond, supporting the development of strong academic skills, critical thinking, and collaborative problem-solving. These formative years also allow students to cultivate discipline, resilience, and a lifelong love of learning.

We encourage all students to embrace challenges and strive for excellence. For those ready to extend themselves academically, there are opportunities to earn high school credit while still in middle school. As you explore this guide, I encourage you to support your child in discovering their strengths and interests while fostering personal growth. Should you have any questions regarding courses, curriculum, or academic pathways, our school counselors are always available to provide guidance.

We look forward to a successful and inspiring year ahead for our students.

Sincerely,  
*Tara Scully*  
Tara Scully  
Principal

## **INTRODUCTION**

The school counselors, teaching faculty, administration, and department directors have prepared this Course Curriculum Guide for your use. It contains descriptions of all courses offered to the sixth, seventh, and eighth graders. The selection of a program of study is a very serious matter. To ensure the greatest degree of success next year, this guide should be studied carefully in terms of your interests. Please read it carefully and feel free to direct any questions to your child's school counselor.

## **SCHOOL COUNSELORS AND COUNSELING SERVICES**

School counseling services, provided by professionally certified counselors, are especially needed at this level, as emerging adolescents wrestle with diverse issues such as self-doubt, peer pressure, changing emotions, struggles for independence, and rapid growth. Counselors work with and for our students as their advocates in many capacities: in groups, individually, at team meetings, at parent meetings, and in conjunction with the services of other support personnel.

Every student is assigned a school counselor upon entering the East Islip Middle School. The counseling staff is trained and experienced in assisting students and parents with educational and vocational planning, interpretation of standardized test results, development of improved study habits, and management of academic, social, and / or personal concerns. Counselors are also available to help parents and teachers assess student progress, identify individual student needs, and develop a workable school-based program that provides for needed intervention and support. Students can arrange to meet with their counselor by signing up in the Student Support Center for an appointment. Parents who wish to meet or speak with their child's school counselor should call the Student Support Center at (631) 224-8700.



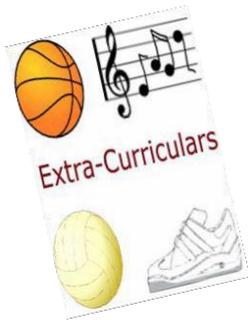
## EXTRA-CURRICULAR CLUBS/ACTIVITIES

The middle school offers a wide range of clubs which students are encouraged to participate in. In this way students can become a real part of the school and contribute to its growth.

Club offerings differ each year.

Please visit the middle school website for a list of current clubs/advisors for the MS.

**Certain clubs/activities may not be available to students, pending sufficient staffing and/or student enrollment.**



Art Service  
Best Buddies  
Boys/Girls Leaders  
Builders  
Chess  
Chorus  
Crafts  
Family & Consumer Science  
Fitness  
Homework 6  
Homework 7/8  
Intramurals Boys 6  
Intramurals Girls 6  
Intramurals Boys 7/8  
Intramurals Girls 7/8  
Kickline  
Literacy  
National Junior Honor Society  
Renaissance  
Robotics  
School Newspaper  
School Musical  
Spotlight Store  
Special Olympics  
Jazz Band  
Student Government  
Stem  
Technology  
Tri M  
Yearbook  
World Language Spanish  
World Language French  
World Language Italian

# **GUIDELINES FOR SUCCESS IN ACCELERATED CLASSES**

## **Entering 7th Grade**

### ACCELERATED MATH 7

- Final Average of 90 or better in Grade 6 math
- Grade of 90 or better on Math 6 final exam
  - Tentative Teacher Placement

## **Entering 8th Grade**

### ALGEBRA I

- Final Average of 90 or better in Accelerated Math 7 (pre-requisite)
  - Grade of 90 or better on Accelerated Math 7 final exam
    - Tentative Teacher Placement

### BIOLOGY

- Final average of 90 or better on Grade 7 Science & Grade 7 Math
- Grade of 90 or better on Grade 7 Science final exam & Grade 7 Math final exam
  - Tentative Teacher Placement



# East Islip School District

## Challenge Up Form

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

I would like to participate in the following course(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Student Agreement:

In signing up for this course, I agree to organize my time and effort to successfully complete all work in this rigorous course (possibly including summer assignments). I have read the course description, and I agree to the requirements and expectations of the class. I understand that no special remediation of course material is expected, and the teacher will implement the approved curriculum.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

### Parent/Guardian Agreement:

I understand the expectations of this course, and I agree to support and encourage my son/daughter in his/her endeavors in the course. I understand that no special remediation of course material is expected to be provided, as the teacher is required to implement the approved curriculum.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

**Please Note: If you choose to challenge up, you are expected to remain in this placement for the duration of the school year. Any requests to change back to your original placement may not be able to be accommodated.**

**Due to the Student Support Center by March 18, 2026**

# ART

## **Art 6**

This course introduces the fundamentals of art, the principles and elements of design, and creative expression to our students. This course begins with an introduction to art history as well as an exploration within 2-dimensional drawing and media. Painting and the use of sketchbooks will assist our students to develop the necessary techniques while learning new tools during their 6<sup>th</sup> grade experience.

## **Art 8**

This course expands on the use of the fundamentals of art, the principles and elements of design, and creative expression. Projects are in alignment with the New York State curriculum providing students with a solid foundation pertaining to the fundamental properties of art and design. This course begins with a review of art history, 2-dimensional work, and the vocabulary associated with each. Careers in art will be introduced and how art is part of our daily lives is infused in the development of thorough compositions. Completion of these courses allows students who wish to expand their developed knowledge to continue at the high school level.



# BUSINESS

## *Computer Applications*

### **Computer Applications 6**

Computer Application skills are necessary for much of the data entry done with computers. Advances in voice recognition and scanning technology are still not to the point where use of a keyboard is unnecessary. The keyboard is still the primary device for data entry in most applications.

Our goal in the beginning stages of the course is to develop keyboard accuracy. Speed is sacrificed as we work on learning the keys from memory using the touch-type keyboarding method. The goal is that our students will not consciously think of the key. As the semester progresses, we will begin to emphasize speed and efficiency. We will provide the scaffolds needed to develop these skills separately. By the end of the semester, our students will have developed both speed and accuracy to the point of being able to type quickly and correctly.

The final phase of the course will serve as an introduction to the advanced functionality of MS Word, and Google Suite. Students will learn the functionality of the advanced tools offered in each as they learn not only to prepare formatted documents, but how to properly save and organize them.



# ENGLISH

## Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers:</p> <ul style="list-style-type: none"><li>• Think, write, speak, and listen to understand.</li><li>• Read often and widely from a range of global and diverse texts.</li><li>• Read for multiple purposes, including learning and for pleasure.</li><li>• Persevere through challenging, complex texts.</li><li>• Enrich personal language, background knowledge, and vocabulary through reading and communicating with others.</li><li>• Monitor comprehension and apply reading strategies flexibly.</li><li>• Make connections (to self, other texts, ideas, cultures, eras, etc.)</li></ul>	<p>Writers:</p> <ul style="list-style-type: none"><li>• Think, read, speak, and listen to support writing.</li><li>• Write often and widely in a variety of formats, using print and digital resources and tools.</li><li>• Write for multiple purposes including learning and for pleasure.</li><li>• Persevere through challenging writing tasks.</li><li>• Enrich personal language, background knowledge, and vocabulary through writing and communicating with others.</li><li>• Experiment and play with language.</li><li>• Analyze mentor texts to enhance writing.</li><li>• Strengthen writing by planning, revising, editing, rewriting, or trying a new approach</li></ul>

### English 6

In English 6 students receive an additional 80 to 120 minutes per week of literacy instruction. The course focuses on developing students' reading comprehension, writing, critical thinking, and language skills through the study of literary and informational texts (print and digital). Conceptual vocabulary and conventions are taught through a contextual approach.

### English 7

English 7 centers on developing students' critical thinking skills using a multi-genre approach (print and digital). Forms include poetry, narratives, essays, and articles. Writing involves analysis, reflection, and research supported with evidence from literary or informational sources. Emphasis is placed on citing accurate and relevant evidence. Revision and editing are integral components of composing.

### English 8

English 8 continues to focus on enhancing students' proficiencies in reading and writing through in-depth examination and critique of literary and informational texts (digital and print). Research skills are further developed, with emphasis on presenting and supporting a perspective on a topic using accurate and relevant evidence from various sources.

### English Lab

*Grades: 6-8*

ELA Lab are classes designed to help students develop and master content-area skills necessary to meet and exceed New York State Standards in English Language. Students receive explicit instruction in skills, strategies, and concepts that are the foundation of the English and social studies courses. Using a combination of strategy

modeling and differentiated groups; teachers help students reengage with the content and find success where they may have previously struggled. Students are identified for the intervention through a variety of assessments and placed in a course according to their specific needs. Students are benchmarked throughout the year to determine if an intervention need still exists. Please see the district MTSS Plan for entrance and exit criteria.

### **Specialized Reading**

***Grades: 6-8***

Specialized Reading is a course that supports struggling readers. This course is designed to support students in decoding and encoding skills. The course will focus on sight-word instruction, fluency, vocabulary, and oral expressive language development and comprehension.



# ENGLISH AS A NEW LANGUAGE (ENL)

Our ENL Department provides programming for our students who are working towards English fluency and content mastery. Under Education Law 3204 and CR PART 154 our multilingual ENL students are offered equal opportunities at our Middle School. Below is a chart developed to outline the level of programming each student receives based on their current English proficiency level (i.e., Entering, Emerging, Transitioning, Expanding, and Commanding). Our goal is to provide programming so our ENL students can exit our program and contribute to our community.

Sixth through Eighth Grade N.Y. State Required Levels of Programming		
Entering	2 Units	1 Integrated/1 Stand-Alone
Emerging	2 Units	1 Integrated/.5 Stand-Alone/.5 Flexibility
Transitioning	1 Unit	.5 Integrated/.5 Flexibility
Expanding	1 Unit	1 Integrated
Commanding	.5 Unit	.5 Flexibility

## Brief Overview of Programming

**Integrated ENL:** Core content area credit awards upon passing each corresponding ENL unit of study in ELA, Math, Science, and Social Studies. This program allows our ENL students to work collaboratively with the content teachers and our ENL teachers to ensure content is explored and understood.

**Stand-Alone:** Elective credit is awarded upon passing each corresponding Stand-Alone ENL unit of study. This program allows our ENL students to work with our ENL teachers in a smaller group setting where English language comprehension is the focus. This course provides time for our ENL students to ask questions pertaining to our language, content areas, and social contexts of our community and country.

**Flexibility:** Allows our students and teachers the flexibility to determine whether our students would benefit from either our Integrated or Stand-Alone programming.



# FAMILY & CONSUMER SCIENCE

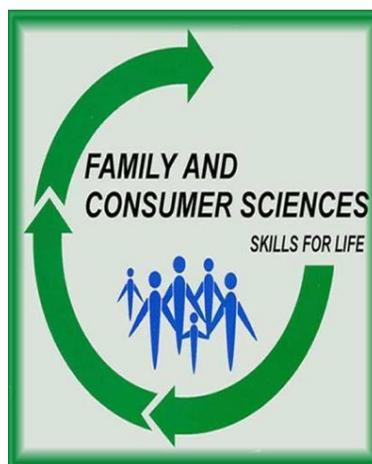
Family and Consumer Science (FACS) is a course designed to prepare students to assume leadership roles in families, schools, careers, and communities. FACS is a unique course designed to provide an abundance of experiences and resources to support school, community, and work-based learning. The curriculum is student-centered and differentiated to address the needs of students with diverse interests, abilities, and backgrounds. Topics covered in FACS are:

## **Family and Consumer Science 6**

This course will introduce students to the professional and technical skills necessary for a multitude of careers. Students will learn about career opportunities as well as the interpersonal skills required for successful employment in a variety of occupations. This course also provides students with an introduction to personal financial management. This course will meet the required 1.75 units of middle-level CTE instruction.

## **Family and Consumer Science 7**

This course will teach students how to manage their personal finances and make good decisions. Topics covered will include, but are not limited to, personal growth, human development, food and nutrition, clothing care, and Managing one's personal finances. This course will meet with the required 1.75 units of middle-level CTE instruction.



# MATHEMATICS

## **Math 6**

Sixth grade mathematics is a single period class that meets every day. Every other day there is an extended math period. Work completed and mastered in elementary school will be applied and extended. Real world problems will be designed to master material whenever possible. This course focuses on the following mathematical concepts: Whole Numbers (all 4 operations), Fractions (all 4 operations), Decimals (all 4 operations), negative numbers, Algebraic expressions, equations and inequalities, ratios and rates, percent, area, solids and probability.

## **Math 7**

Seventh grade mathematics is a single period class that meets every day. Work completed and mastered in previous years will be applied and extended. Real word problems will be designed to master material whenever possible. The course focuses on the following mathematical concepts: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples. A scientific calculator is recommended.

## **Math 7 Accelerated**

Math 7 Accelerated is a single period course that meets every day. This course is for highly motivated students. Math 7 Accelerated is an intense, fast paced course geared to cover all 7th and 8th grade curriculum in one year. Students that successfully complete the Math 7 Accelerated course will continue to take Algebra I in 8th grade. “Successful completion” is determined by final GPA **and** teacher recommendation. A scientific calculator is recommended. **Refer to Page 6 for Guidelines for Success in Accelerated Classes.**

## **Math 8**

Eighth grade mathematics is a single period course that meets every day. The major New York Learning Standards clusters include expressions and equations, functions, and geometry. These clusters comprise the following mathematical concepts: formulating and reasoning about expressions and equations; solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two and three-dimensional space and figures using distance, angle, similarity, and congruence. A scientific calculator is recommended.

## **Algebra I ACC 8**

**Grade: 8**

**Credit: 1**

**Weighting: Honors**

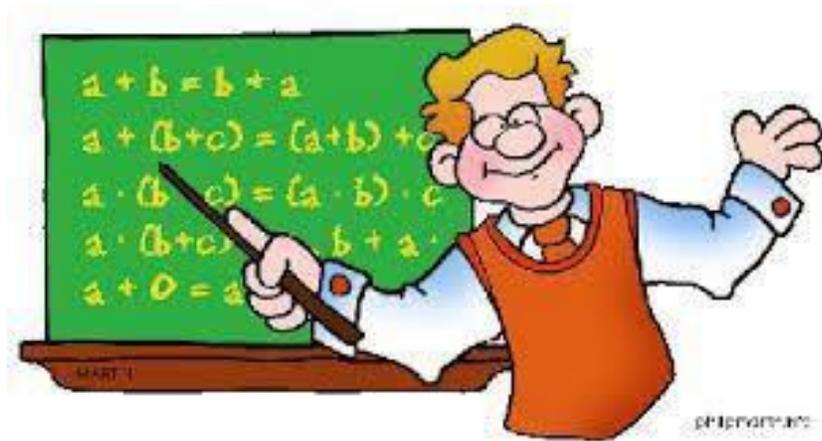
**Prerequisite: Math 7 Accelerated**

Algebra I ACC 8 is a single period course that meets every day. Topics include connections to algebra, properties of real numbers, solving linear equations, graphing linear equations and functions, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponents and exponential functions, quadratic equations and functions, polynomials and factoring, rational equations and functions, radicals, and connections to geometry. Students will take the New York State Regents exam in Algebra in June. **Refer to Page 6 for Guidelines for Success in Accelerated Classes.**

## Math Lab

*Grades: 6-8*

Math Labs are designed to help students who are struggling to achieve mastery of learning standards in mathematics. Math lab focuses on supplementing regular classroom instruction as well as assisting individual needs to achieve the New York State Learning Standards in Mathematics. This service is provided to those students who are identified as being at risk of not acquiring the skills and understanding necessary to meet or exceed minimum performance levels on the New York State assessments. Student placement is determined by analyzing data from multiple measures according to the District's MTSS Plan.



# MUSIC

## **Band 6**

Our middle school band students will continue to develop their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through brass, woodwind, and percussion instruments in our band program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the band director.

## **Band 7**

Our middle school band students will begin to transition to challenging repertoire to develop their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through brass, woodwind, and percussion instruments in our band program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the band director.

## **Band 8**

In preparation for high school, our middle school band students will enhance their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through brass, woodwind, and percussion instruments in our band program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the band director.

## **Chorus 6**

Our middle school choral students will continue to develop their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through the development of proper vocal usage using solfege, Kodaly hand signals, and music theory knowledge. Rehearsals meet once a day where the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the choral director.

## **Chorus 7**

Our middle school choral and voice students will begin to advance their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through the development of proper vocal usage using solfege, Kodaly hand signals, and music theory knowledge. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the choral director.

## **Concert Choir**

Our middle school choral and voice students will continue to develop their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through the development of proper vocal usage using solfege, Kodaly hand signals, and music theory knowledge. Rehearsals meet once a day and small-group instruction occurs once a week; the focus is to develop musicians

who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the choral director.

### **Orchestra 6**

Our middle school orchestra students will continue to develop their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through string instruments (i.e., violin, viola, cello, and bass) in our orchestra program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the orchestra director.

### **Orchestra 7**

Our middle school orchestra students will begin advancing their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through string instruments (i.e., violin, viola, cello, and bass) in our orchestra program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the orchestra director.

### **Orchestra 8**

In preparation for High School, our middle school orchestra students will enhance their musical skills, techniques, and knowledge through rehearsal periods as well as small group instruction. We grow our musicianship skills through string instruments (i.e., violin, viola, cello, and bass) in our orchestra program. Rehearsals meet once a day and small group instruction occurs once a week; the focus is to develop musicians who can read and understand music notation and how we connect with music emotionally. Two performances occur during our school year (Winter and Spring); other opportunities may occur at the discretion of the orchestra director.

### **General Music 6**

Students are exposed to a wide variety of different musical genres such as orchestral/instrumental, musical theatre, ballet, opera, program music, and music relating to current events. To enhance their listening experience, students are exposed to musical elements such as terminology, instrument families, tempo, and dynamics. Our students are exposed to the numerous links between music and history, literature, geography, and current events.

### **General Music 8**

Students are exposed to a wide variety of different musical genres from the following historical eras: the Middle Ages, Renaissance, Baroque, Classical, Romantic, Modern, and Rock and Roll. To enhance their listening experience, students are exposed to musical vocabulary, instrumentation, and forms such as sonata, concerto, symphony, mass, motet, chorales, and opera. Our students are exposed to numerous links between music and European history, literature, geography, and current events.

# PHYSICAL EDUCATION

## **Physical Education 6**

The Physical Education program will provide experiences to develop coordination, control, initiative, self-reliance, self-worth, honesty, and kindness to others. Opportunities will be provided for increased responsibility in planning, organizing, and leadership. The importance of fitness through activity will continually be stressed while offering as wide a skill and game experience as possible and by following the New York State Learning Standards for Physical Education. The following sports/activities may be offered during the 6th grade year: cooperative games, volleyball, lacrosse, team handball, football, softball, soccer, tennis, and basketball.

## **Physical Education 7**

Seventh grade refines the skills that were taught in sixth grade and adds more strategies and vocabulary associated with the activities. Topics such as nutrition, muscles, and healthy decisions will also be integrated into the class. The following sports/activities may be offered during the seventh-grade year: cooperative games, volleyball, lacrosse, team handball, football, softball, soccer, tennis, and basketball.

## **Physical Education 8**

Eighth grade refines the skills that were taught in sixth and seventh grade and adds more strategies and vocabulary associated with the activities. Topics such as nutrition, muscles, and healthy decisions will also be integrated into the class. The following sports/activities may be offered during the eighth-grade year: cooperative games, volleyball, lacrosse, team handball, football, softball, soccer, tennis, and basketball.

## **Middle School Health**

Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors. Students will demonstrate personal and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

# SCIENCE

## **Grade 6: Physical Science**

Students explore the fundamental principles that govern matter and energy in the physical world. Through inquiry and hands-on investigation, they examine particle motion, forces, energy transfer, and the interactions of materials. Emphasis is placed on developing models and using evidence to explain real-world phenomena such as motion, temperature change, and the properties of substances.

## **Grade 7: Earth and Space Science**

Students investigate Earth's systems and their place in the universe, studying the dynamic processes that shape our planet and its atmosphere. Topics include weather and climate, plate tectonics, Earth's history, and the interactions between human activity and Earth's resources. Students use data and models to explain patterns in Earth's systems and to make evidence-based predictions about natural events and environmental change.

## **Grade 8: Life Science**

Students study the structures, processes, and interactions that define living organisms and ecosystems. They explore cellular function, genetics, evolution, and the flow of energy through living systems. Through modeling and experimentation, students connect microscopic processes to macroscopic patterns of growth, diversity, and ecological balance.

## **Life Science: Biology**

**Grade: 8**

**Credit: 1**

**Weighting: Honors**

**Course Criteria: Completion of Science 7 (FA>89 & FE>89)**

This course is aligned to the New York State Science Learning Standards (NYSSLS) for Life Science and prepares students for the Regents Examination in Life Science: Biology. Students use scientific practices to explore cellular processes, genetics, evolution, ecology, and organismal interactions while analyzing data and constructing evidence-based explanations. Emphasis is placed on modeling biological systems, understanding the interdependence of life and the environment, and applying biological concepts to health, technology, and sustainability challenges in the modern world. This is an accelerated course for highly motivated students. Students must complete the NYS laboratory requirement of 1200 minutes by June 1<sup>st</sup> to take the Regents exam. **Refer to Page 6 for Guidelines for Success in Accelerated Classes.**

# SOCIAL STUDIES

## **Social Studies 6**

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences. The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

## **Social Studies 7**

In Grade 7, Social Studies is based on the geography and history of the United States. The course content traces the human experience in the United States from pre-Columbian times through the Civil War, with a focus on significant people, events, and locations. Grade 7 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. There is a strong literacy component that engages students in utilizing historical thinking skills such as: gathering and interpreting evidence, chronological reasoning, comparing and contextualizing regions and events, geographic reasoning, understanding economic systems, and analyzing different perspectives. Topics at the seventh-grade level include: Native Americans, Colonial America, American Independence, Foundations of Democracy, Expansion of the Nation, Reform Movements, Civil War.

## **Social Studies 8**

Grade 8 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content traces the human experience in the United States from Reconstruction through the present. Students will examine different themes in United States history which provides the opportunity to explore contemporary issues. There is a strong literacy component that builds upon the historical thinking skills developed in 6th and 7th grade social studies such as: gathering and interpreting evidence, chronological reasoning, comparing and contextualizing regions and events, geographic reasoning, understanding economic systems, and analyzing different perspectives. Topics at the eighth-grade level include: Reconstruction, Industrialization, Immigration, Reform, Expansion, and Imperialism, World War I and the Roaring Twenties, Great Depression, World War II, The Civil Rights Movement, Modern Domestic Issues.

# SOCIAL STUDIES



# SPECIAL EDUCATION

The Middle School Special Education Department is designed to meet the unique needs of our students classified by the Committee on Special Education. The programs allow for students to:

- Remain in the general education classroom with the support of a related service provider and/or a resource room teacher.
- Receive services in an Integrated Co-Teaching class with a special education teacher and general education teacher.
- Participate in a self-contained subject area class, (whereby the special education teacher can modify the curriculum of the subject to maximize academic success).
- Receive instruction in a Career Development Program.

The Committee on Special Education, in collaboration with the parents, teachers, psychologists, and guidance staff, determines the most appropriate setting for the student after carefully reviewing all relevant factors regarding evaluations, class work, and homework. The goal of these programs is to maximize student success to develop career and college readiness.

## **Resource Room**

The Resource Room program is a special education program for students classified by the Committee on Special Education who need specialized supplementary instruction in a small group setting for a portion of the school day, as prescribed by the Individual Education Plan (I.E.P.). Students work to remediate deficit skill areas to maximize their academic success in the general education classroom setting. Students participate in the same State and local assessments as general education students. The students must meet the graduation requirements identified for their year of graduation. Each student is encouraged to meet with their Guidance Counselor to discuss graduation requirements.

## **Integrated Co-Teaching**

The Integrated Co-Teaching program consists of a general education teacher and a special education teacher. The teachers work collaboratively to provide instruction utilizing differentiated strategies to meet the needs of both the general education student and the student with disabilities. Due to the efforts of the teachers, the instruction provided to the students is seamless. Typically, students in this program take the same State and local assessments as the general education students.

## **Alternate Courses**

Self-contained subject area courses are taught by special education teachers and are designed to meet the individual needs of classified students. They focus on providing subject area instruction in a smaller setting allowing the special education teacher to modify the curriculum to maximize student's success. Typically, students in this program take the same State and local assessments and may be eligible for either a Regents or a local diploma.

## CORE

The Career Development Program is designed to meet the needs of students who have significant cognitive and developmental delays. The program focuses on providing students with the skills necessary to become independent and productive members of society. Students work on activities designed to improve communication, daily living skills and employee preparation. In this program, students are assessed using the New York State Alternate Assessment which highlights the students' abilities in Math, English, Science, and Social Studies. Skills and Achievement Commencement Credential is awarded at the end of 12th grade or thereafter upon completion of the student's IEP goals. The program also includes work experience in the community.



# Learning Knows No Bounds

## MIDDLE SCHOOL SUPPORT SERVICES

The Skills program may be offered to students placed in an integrated co-teaching class. The Skills class is a building level support for students. This class provides support in the content areas based on individual student need.



# WORLD LANGUAGES

## **French 6**

The 6<sup>th</sup> grade foreign language program is a half-year course that meets every other day on the A/B schedule. Students are introduced to the target language while exploring its various cultural aspects. Students will be exposed to simple language phrases which will enable them to converse on a basic level. Entry level grammar will be addressed as needed. Topics include Alphabet, Colors, Commands, Days, Geography, Greetings, Months, Numbers, Personal Identification, School, Time, and Weather.

## **Italian 6**

The 6<sup>th</sup> grade foreign language program is a half year course that meets every other day on the A/B schedule. Students are introduced to the target language while exploring its various cultural aspects. Students will be exposed to simple language phrases which will enable them to converse on a basic level. Entry level grammar will be addressed as needed. Topics include Alphabet, Colors, Commands, Days, Geography, Greetings, Months, Numbers, Personal Identification, School, Time, and Weather.

## **Spanish 6**

The 6<sup>th</sup> grade foreign language program is a half year course that meets every other day on the A/B schedule. Students are introduced to the target language while exploring its various cultural aspects. Students will be exposed to simple language phrases which will enable them to converse on a basic level. Entry level grammar will be addressed as needed. Topics include Alphabet, Colors, Commands, Days, Geography, Greetings, Months, Numbers, Personal Identification, School, Time, and Weather.

## **French 7**

Students will learn vocabulary, grammar and the cultural components that are aligned with the New York State Standards for Checkpoint A. Students will expand on the previous topics learned in the 6<sup>th</sup> grade program. New topics will be integrated via a spiraling curriculum. Students will be expected to converse, in the target language, at a higher level using more details and descriptions. All topics and units touch upon the skills of reading, writing, speaking, and listening. Basic grammar is also incorporated within each unit. Topics include Activities, Adjectives, Body, Clothes, Community, Dates, Greetings, Family, Food, House, Numbers, Time, Sports, Verb conjugations, and Weather.

## **Italian 7**

Students will learn vocabulary, grammar and the cultural components that are aligned with the New York State Standards for Checkpoint A. Students will expand on the previous topics learned in the 6<sup>th</sup> grade program. New topics will be integrated via a spiraling curriculum. Students will be expected to converse, in the target language, at a higher level using more details and descriptions. All topics and units touch upon the skills of reading, writing, speaking, and listening. Basic grammar is also incorporated within each unit. Topics include Activities, Adjectives, Body, Clothes, Community, Dates, Greetings, Family, Food, House, Numbers, Time, Sports, Verb conjugations, and Weather.

## **Spanish 7**

Students will learn vocabulary, grammar and the cultural components that are aligned with the New York State Standards for Checkpoint A. Students will expand on the previous topics learned in the 6<sup>th</sup> grade program. New topics will be integrated via a spiraling curriculum. Students will be expected to converse, in the target language, at a higher level using more details and descriptions. All topics and units touch upon the skills of reading, writing, speaking, and listening. Basic grammar is also incorporated within each unit. Topics include Activities, Adjectives, Body, Clothes, Community, Dates, Greetings, Family, Food, House, Numbers, Time, Sports, Verb conjugations, and Weather.

## **French I**

Students will increase their knowledge of the previous topics learned by using their skills of reading, writing, listening, and speaking. Grammar will also be used in each topic. Students will complete the New York State requirement for Checkpoint A as they expand and build upon the skills mastered in 7<sup>th</sup> grade. In June, students will be taking the FLACS Checkpoint A exam. The FLACS Checkpoint A Exam is a regional exam that tests proficiency in the target language. Successful completion of the 8<sup>th</sup> grade course and a passing grade on the FLACS Checkpoint A Examination earns the student one high school credit toward graduation.

## **Italian I**

Students will increase their knowledge of the previous topics learned by using their skills of reading, writing, listening, and speaking. Grammar will also be used in each topic. Students will complete the New York State requirement for Checkpoint A as they expand and build upon the skills mastered in 7<sup>th</sup> grade. In June, students will be taking the FLACS Checkpoint A exam. The FLACS Checkpoint A Exam is a regional exam that tests proficiency in the target language. Successful completion of the 8<sup>th</sup> grade course and a passing grade on the FLACS Checkpoint A Examination earns the student one high school credit toward graduation.

## **Spanish I**

Students will increase their knowledge of the previous topics learned by using their skills of reading, writing, listening, and speaking. Grammar will also be used in each topic. Students will complete the New York State requirement for Checkpoint A as they expand and build upon the skills mastered in 7<sup>th</sup> grade. In June, students will be taking the FLACS Checkpoint A exam. The FLACS Checkpoint A Exam is a regional exam that tests proficiency in the target language. Successful completion of the 8<sup>th</sup> grade course and a passing grade on the FLACS Checkpoint A Examination earns the student one high school credit toward graduation.



NOTICIFATION OF RIGHTS UNDER  
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Dear Parent or Student:

This is to advise you of your rights with respect to the school records relating to (your son) (your daughter) (you) pursuant to the Federal "Family Educational Rights and Privacy Act of 1974".

Parents of a student under 18, or a student 18 or older, have a right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system, and specifically including, but not necessarily limited to, identifying data, academic work completed, level of achievement (grades, standardized achievement test scores), attendance data, scores on standardized intelligence, aptitude, and psychological tests, interest inventory results, health data, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns.

A parent of a student under 18 years of age or a student 18 years of age or older shall make a request for access to a child's (his/her own) school records, in writing, to the Elementary Principal of the building to which such student is assigned or the School Counselor in the Secondary School. Upon receipt of such a request, arrangements shall be made to provide access to such records within a reasonable period, but in no case, no more than 45 days after the request has been received.

If information contained in the student's record is believed to be inaccurate or misleading, the parent or eligible student should write the principal, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested, the parent or eligible student will be notified of the decision and advised of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

Student records, and any material contained therein which is personally identifiable, are confidential and may not be released or made available to persons other than parents or students without the written consent of such parents or student. There are several exceptions to this rule, such as other school employees and officials, and certain State and Federal officials, who have a legitimate educational need for access to such records in the course of their employment. In addition, the district will disclose, upon request, education records to officials of another school district in which a student seeks or intends to enroll. Further, directory information may be released by the school to anyone who requests it unless the parent or eligible student objects. Please check the "Do Not Release" box and return this letter to the principal to the release of any or all this information within ten school days of the time this letter was issued. Directory information includes a student's name, parents' or legal guardians' names, address, telephone number, dates of attendance and photographs.

Sincerely,  
*Mr. Paul E. Manzo*  
Superintendent of Schools

DO NOT RELEASE

**DISTRICT POLICY ON NON-DISCRIMINATION  
EQUAL OPPORTUNITY PUBLIC NOTICE**

The east Islip Union Free School District hereby advises students, parents, employees, and the public that it offers employment and educational opportunities, including vocational education opportunities, without regard to race, color, national origin, creed, religion, marital status, sex, age, sexual orientation, or disability.

Inquiries regarding this non-discrimination policy may be directed to:

Title IX Coordinators:

Jason Stanton  
East Islip High School  
1 Redmen Street  
Islip Terrace, NY 11752  
631-224-2071  
[jason.stanton@eischools.org](mailto:jason.stanton@eischools.org)

Aileen O'Rourke  
District Office  
1 Craig B. Gariepy Avenue  
Islip Terrace, NY 11752  
631-224-2069  
[Aileen.ORourke@eischools.org](mailto:Aileen.ORourke@eischools.org)

Section 504 Compliance Officer:

Aileen O'Rourke  
District Office  
1 Craig B. Gariepy Avenue  
Islip Terrace, NY 11752  
631-224-2071  
[Aileen.ORourke@eischools.org](mailto:Aileen.ORourke@eischools.org)

ADA Coordinator:

Anthony Gagliano  
District Office  
1 Craig B. Gariepy Avenue  
Islip Terrace, NY 11752  
631-224-2035  
[Anthony.Gagliano@eischools.org](mailto:Anthony.Gagliano@eischools.org)