



Woodmere Middle School

Course of Study Guide

2026-2027



Artwork by WMS Students

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WOODMERE MIDDLE SCHOOL ADMINISTRATION

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Richard Mangeri, Ed.D., Assistant Principal

COUNSELING DEPARTMENT

Ms. Mary Harrison, District Chairperson of Guidance
Ms. Jaclyn Feitel
Ms. Mary Conrad
Mrs. Jessica Brewer

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WOODMERE MIDDLE SCHOOL STAFF DIRECTORY

Mr. John Andruszkiewicz, Principal.....792-4300
Dr. Richard Mangeri, Assistant Principal.....792-4320

School Counselors

Ms. Jaclyn Feitel.....792-4372
Mrs. Jessica Brewer.....792-4370
Ms. Mary Conrad.....792-4374

Nurse

Ms. Lori Bromley.....792-4310

Psychologists

Dr. Daniel Levine.....792-4341
Ms. Raisa Saleem.....792-4340

Social Worker

Ms. Ginette Orlando 792-4330

Department Chairs/Directors

Art/Music Department – Dr. Andrew Fund.....792-4808
English Language Arts Department – Dr. Linda O’Grady 792-4382
Mathematics Department – Ms. Kimberly Thompson.....792-4379
Physical Education Department – Mr. David Viegas.....792-4022
Pupil Personnel Services - Ms. Mary Harrison.....792-4031
Science Department – Dr. Brian Terry.....792-4115
Social Studies Department – Dr. Jennie Yi.....792-4382
Special Education Department – Mrs. Laura Hastings.....792-4300
World Languages & ENL Dept. – Ms. Janet Escher.....792-4027
Business Department - Mr. Joseph Virgilio.....792-4028

The Woodmere Middle School Shared Vision

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



WOODMERE MIDDLE SCHOOL COUNSELING DEPARTMENT

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

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

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

Ms. Feitel
792-4472

Mrs. Brewer
792-4370

Ms. Conrad
792-4374

NEW YORK STATE LEARNING STANDARDS

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

English Language Arts (ELA)

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

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

The Arts

The New York State Learning Standards for the Arts are structured around four key processes: Creating, Performing/Presenting/Producing, Responding, and Connecting. These standards are designed to foster artistically literate citizens by encouraging students to engage in the arts throughout their lives.

The standards emphasize four processes common to all art disciplines:

- **Creating:**
 - Students will generate and conceptualize artistic ideas and work.
- **Performing/Presenting/Producing:**
 - Students will analyze, interpret and select artistic works for presentation.
- **Responding:**
 - Students will interpret intent and meaning in artistic works.
- **Connecting**
 - Students will synthesize and relate knowledge and personal experiences to make art.

Health, Physical Education, and Family and Consumer Science (Health, PE, FACS)

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

Career Development and Occupational Studies (CDOS)

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

World Languages

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

NEW YORK STATE LEARNING STANDARDS (continued)

Mathematics, Science, and Technology

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

Social Studies

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

GRADE LEVEL COURSE REQUIREMENTS

Grade 6

Sixth grade students receive daily instruction in each of the following subjects:

English Language Arts
Interdisciplinary Studies*
Math
Science
Social Studies

Grades 7 and 8

Seventh and eighth grade students receive daily instruction in each of the following subjects:

World Languages**
English Language Arts
Math
Science
Social Studies

*The Interdisciplinary Studies course combines different subject areas to offer a holistic and engaging learning experience. It encourages students to make connections between subjects, fostering critical thinking and problem-solving skills. The goals of the course are to:

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

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

**Students with an “Exemption from Language Other than English,” as determined by the Committee on Special Education, may enroll in a Level 1 World Language Course with a Pass/Fail option in lieu of a numerical quarter/final grade.

ART/TECHNOLOGY DEPARTMENT

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

Art Grade 6:

Art 6 is an opportunity for students to continue and build upon their previous visual arts studies through an integrated and comprehensive approach. Learning is based on standards that emphasize and extend the elements and principles of art, while also incorporating the artistic traditions of diverse cultures—both past and present—as well as key movements in Western art history. Interdisciplinary connections, particularly with sixth grade social studies, help reinforce broader educational themes. Students explore a variety of media including pencil, charcoal, pastel, watercolor, tempera paint, collage, ceramics, computer based visual art and other two- and three-dimensional materials.

Art Grade 7:

Art 7 builds upon previous visual arts studies and skill development. Students explore two- and three-dimensional design through concepts such as line, value, texture, emphasis, unity, balance, proportion, rhythm/movement, and variety. The curriculum reinforces science and math connections through the study of color, light, negative and positive space, and movement, while also introducing a one-point perspective. The elements and principles of art are further extended to include the cultural and artistic traditions of diverse cultures, along with European and American art history. Emphasis is placed on creative thinking and problem-solving through the use of various media including pencil, charcoal, pastel, paint, ceramics, computer media design, and other three-dimensional materials. Please note that Grade 6 Art is not a prerequisite for this class.

Art Grade 8:

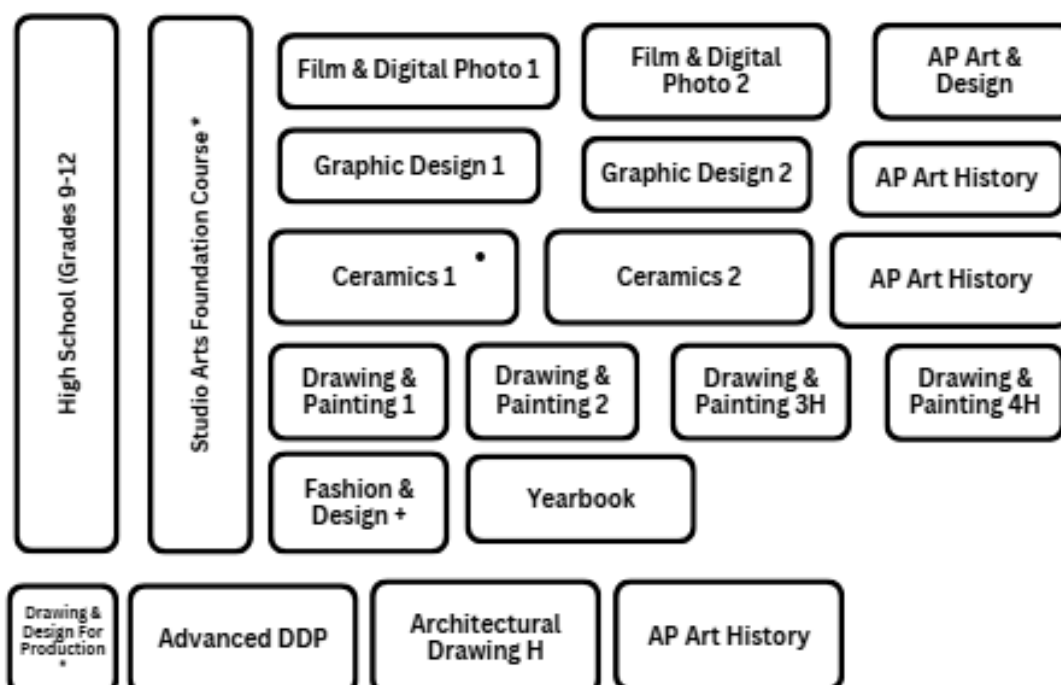
Art 8 builds upon previous visual arts studies and skill development. The curriculum presents an in-depth exploration of the elements of art and principles of design. Students explore a wide variety of media and are introduced to two-dimensional and three-dimensional artistic techniques. Drawing lessons reinforce the use of perspective, shading, contour lines, gesture, and figure drawing. Methods of drawing from observation and from the imagination are explored. Students demonstrate their understanding of composition and creative problem-solving in the projects assigned. An investigation of art history and artistic styles is integrated into the curriculum. This work is extended through critical analysis and reflection of student work, strengthening expressive language skills. Students learn about career opportunities in the visual arts through research and classroom presentations. Please note that Grade 6 or 7 Art is not a prerequisite for this class.

Studio in Art:

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

Art Department

Grade 6	Grade 6 Art
Grade 7	Grade 7 Art
Grade 8	Grade 8 Art or Studio in Art* (Audition Based)



* Meets NYS Art/Music Graduation Requirement

+ No Prerequisite Required. Full year course taught by a business and an art teacher.

Technology

Grade 6 Technology

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

Grade 7 and Grade 8 Technology

This exploratory course meets every other day for the full year. Throughout the program, students explore the impact of technology on society, problem-solving strategies, and core engineering principles. Key topics include simple machines, magnetism, transportation systems, alternative energy sources, flight, robotics, pneumatic and hydraulic controls, ergonomic design, structural systems, and material processing. Students also gain exposure to Computer Aided Design (CAD) and operate a range of tools and equipment such as scroll saws, drill presses, and 3D printers to produce functioning prototypes and working models. Signature projects include constructing a hydraulic robotic arm or a one-minute continuous motion marble drop.

BUSINESS DEPARTMENT

Middle school business education is a foundational program designed to prepare students for future academic and career opportunities by introducing them to basic business, economic, and financial principles. Through engaging activities such as simulations, projects, and group work, students learn how businesses operate, explore personal finance, and begin considering future career goals. The course builds essential skills for responsible citizenship and workforce readiness, setting the stage for more advanced study in high school and beyond.

Digital Literacy 6

Digital Literacy 6 introduces students to essential technology skills and digital citizenship concepts through hands-on learning experiences. Students develop proficiency in core applications including word processing, presentations, and spreadsheets while learning to conduct effective online research and evaluate digital sources. The course emphasizes safe and ethical technology use, covering password security, appropriate online communication, and understanding digital footprints. Creative elements include basic multimedia projects, introduction to coding through visual programming, and digital storytelling. Students explore technology's impact on society and develop skills in keyboarding, file management, and digital collaboration. Through practical projects like research presentations and digital portfolios, students build both technical abilities and critical thinking skills necessary to navigate our digital world safely and effectively.

Introduction to Business 7/8

Introduction to Business 7/8 provides students with foundational knowledge of how businesses operate in today's economy through engaging, real-world applications. Students explore key business concepts including entrepreneurship, marketing, finance, management, and economics while developing critical thinking and problem-solving skills. The course covers topics such as supply and demand, business ownership types, advertising strategies, budgeting, and career exploration in various business fields. Students participate in hands-on activities including creating business plans, designing marketing campaigns, analyzing case studies, and exploring entrepreneurial opportunities. Through interactive projects, simulations, and collaborative work, students develop financial literacy, communication skills, and an understanding of ethical business practices. This course introduces students to potential career paths in business while building practical skills in decision-making, teamwork, and leadership that will benefit them in any future academic or professional endeavor.

ENGLISH LANGUAGE ARTS DEPARTMENT

Students study a wide variety of texts and learn how to think critically and communicate clearly. They collaborate with peers in meaningful discussions to build deep comprehension of both literary and informational texts. Through literary analysis and inquiry, students explore complex themes and author's craft. The goal is to cultivate thoughtful, confident, and independent learners who are prepared for high school and beyond.

ELA Grade 6:

The sixth grade English Language Arts program is designed to develop students' skills in literature, reading, writing, and language. Teachers read whole class novels to strengthen close reading skills. In addition, students participate in book clubs allowing them to strengthen their speaking and listening skills. The class reads a variety of genres including realistic fiction, historical fiction, poetry, and non-fiction. Emphasis is placed on student voice in the choice of their texts; lessons are designed to support readers as they move in and across levels and genres. Teachers work on both process and on-demand writing. Grammar and vocabulary are taught explicitly within the units of study and students maintain a digital and physical notebook to compose entries based on each unit. Research skills are reinforced through the development of inquiry-based informational research projects requiring students to organize, analyze, and synthesize information from a variety of sources. During the argument unit, students are taught to argue persuasively with references to related sources and multiple perspectives.

ELA Grade 7:

The seventh grade English Language Arts program is designed to develop students' skills in literature, reading, writing, and language. Teachers read whole class novels to strengthen close reading skills and careful analysis of texts. Students also participate in book clubs, reading a variety of genres including dystopian novels, mysteries, novels in verse, poetry, and other non-fiction pieces. Emphasis is placed on student voice in the choice of their texts; lessons are designed to support readers as they move in and across levels and genres. Students learn both process and on-demand writing engaging in a variety of writing activities including personal narrative, literary essay, and research-based argument essay. Grammar and vocabulary are taught explicitly within the units of study. Research skills are reinforced through the development of an inquiry-based research paper requiring students to organize, analyze, and synthesize information from a variety of sources. During the argument unit, students are taught to argue persuasively with references to related sources and multiple perspectives.

ELA Grade 8:

The eighth-grade English Language Arts program develops students' skills in literature, reading, writing, and language. Students read whole-class novels and participate in book clubs, engaging in various writing activities including literary essays, thematic comparisons, arguments, memoirs, poetry, and creative writing. Students will become proficient at on-demand and process writing, developing their organization, analysis, and synthesis skills. Reading instruction emphasizes vocabulary development, comprehension, and critical analytical skills to prepare students for high school demands. Students closely analyze diverse genres, including realistic fiction, nonfiction, and memoir. Student voice guides text selection and, at times, assessment choices, with lessons supporting readers as they advance across levels and genres. Using process-based writing approaches, students master constructing persuasive arguments with strong thesis statements supported by textual evidence and meaningful commentary. This work strengthens close reading abilities, refines grammar and vocabulary command, and deepens understanding of literary devices such as characterization, figurative language, setting, conflict, and imagery.

Reading Lab 6, Reading Lab 7, Reading Lab 8:

This class provides supplementary literacy support in addition to the instruction students receive in their English Language Arts class. It is designed to help students improve in reading, writing, speaking, and listening as well as foster a love of literature. There will be a focus on skill development in areas of comprehension, vocabulary, fluency, decoding, and word study. Students will work independently and in small-guided groups on the various lessons to support reading growth. Student progress will be monitored, and data will be shared with parents, classroom teachers, school counselors, and building administration. Students will be scheduled for this class based on various data points and teacher recommendations. This flexible approach ensures that every student receives the appropriate level of support to enhance their reading skills and foster continual growth in reading proficiency.

Writing Lab 6, Writing Lab 7, Writing Lab 8

This class provides supplementary writing support in addition to the instruction students receive in their English Language Arts class. It is designed to help students improve as writers and foster their ability to analyze language. The focus is on skill development in areas of grammar, content area vocabulary, expanding sentences, writing organized paragraphs, and constructing multi-paragraph essays. Instruction on all aspects of the writing process, gathering ideas, drafting, revision, and editing will be addressed. The small class environment allows for more individualized instruction and increased feedback. Students will be scheduled for this class based on various data points and teacher recommendations. This flexible approach ensures that every student receives the appropriate level of support to enhance their writing skills and foster continual growth in writing proficiency.

Library Studies 6, Library Studies 7, Library Studies 8

Students will learn to access information to locate reliable, age-appropriate sources on the Internet and in our databases. They will learn about plagiarism and how to access fiction and non-fiction books in the school, public library, and online. Students will learn how to gather information, create bibliographies, and present research in various formats. This class will be taken by 6th grade students who are in a single ensemble performing group, as well as 7th and 8th grade students who are enrolled in general music. Please note that factors such as AIS classes or related services could play a factor in enrollment.

English Department

Grade 6	English Language Arts 6		<u>Support Classes*</u> • Reading Lab 6-8 • Writing Lab 6-8 *Meets every other day	
Grade 7	English Language Arts 7			
Grade 8	English Language Arts 8			
Grade 9	English 9R	English 9H	Team English 9R + Lab	
Grade 10	English 10R	English 10H	AP Seminar English 10	
Grade 11	English 11R	English 11H	AP English Language & Composition	
Grade 12	Writing/Literature Selectives*	Interdisciplinary English 12R (SS co-enrollment required)	College Modern Drama	AP English Literature & Composition

Grade 12 Selectives*:

- **Writing Courses**
 - Essentials of Writing
 - Creative Writing
 - College Writing
 - College Journalism
- **Literature Courses**
 - Science Fiction
 - Contemporary Literature
 - College Reading

Full-Year Electives

- College Modern Drama (11)
- AP Capstone Seminar (11,12)
- AP Capstone Research (11,12)
- Yearbook (9-12)
- **Theater Sequence:**
 - Intro to Theater**
 - Theater Workshop 1 & 2**
 - College Theater** Workshop 3 & 4**
 - College Theater** Workshop 5 & 6**

Half-Year Electives

- College Journalism (9-11)
- Creative Writing (9-11)

Support Classes

- English 9/10 Support
- English 11/12 Support
- Reading 9-12

*Grade 12 Selectives: Choose a **half-year** writing and a **half-year** literature course to meet NYS graduation requirements.

**Meets NYS Art/Music Graduation Requirements.



FAMILY AND CONSUMER SCIENCE DEPARTMENT

Family and Consumer Science (FCS) classes meet every other day. The curriculum aligns with the NYS Next Generation Learning Standards, CDOS standards, and the NYS Learning Standards for Family and Consumer Sciences. It focuses on life management, career development, and community involvement, emphasizing practical skills through real-world tasks, simulations, and collaborative projects.

FACS Grade 6

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

Units covered in the class include:

- Personal and Career Development
- Communication and Relationships
- Financial Literacy
- Clothing Care, Design, and Sewing
- Nutrition and Wellness
- Food Systems and Production

FACS Grade 7 and 8:

Building on the Grade 6 Family and Consumer Science, this course provides an in-depth exploration of the major units of Character Education, Personal and Career Development, Foods and Nutrition, and Consumer Education. The course emphasizes the development of the intra- and interpersonal skills necessary for making healthy life choices, building positive self-images, and setting realistic short- and long-term personal and career goals. Hands-on student projects offer the opportunity to apply decision-making skills to make positive choices in the areas of interpersonal relations, character development, food and nutritional alternatives, and career options. Through these experiences, students continue to develop positive self-images, and to set realistic personal and career goals.

Please note: Prior enrollment in Grade 6 Family and Consumer Sciences is not a prerequisite for this course.

HEALTH DEPARTMENT

The middle school health curriculum will introduce students to the value of a healthy lifestyle. The goal of the curriculum is to better prepare students to meet the challenges of healthy living with the knowledge and skills that will enable them to make responsible and informed decisions. The curriculum focuses on all aspects of health and well-being - physical, mental, and social. Students in 6th grade health will take health every other day for a semester. Students will take health in the 7th or 8th grade for a full year, every other day.

Health Grade 6

Students in grade 6 will study mental, physical, and social health and wellness. They will learn about healthy decision making, the dangers of drugs/alcohol. They will also study peer pressure/refusal skills, hygiene and the immune system.

Health Grade 7 and 8

Building upon the foundations of Health in 6th grade, students who take Health in 7th/8th grade will review the health triangle, nutrition, dangers of tobacco/vaping and e-cigarettes. They will study human sexuality, sexually transmitted infections, and communication and conflict resolution.

MATHEMATICS DEPARTMENT

At the end of sixth, seventh, and eighth grade, students take the New York State Mathematics Assessment. As an alternative to Math 8, all eighth grade students have the opportunity to take Algebra I, which is a Regents Level course in which students are required to take the Algebra I Regents Examination in June. This is a high school level course, and it will appear on the student's high school transcript. In order to earn high school credit in the course, the student must pass the Regents examination in June.

Mathematics 6:

Math 6 builds a strong foundation in middle school mathematics by focusing on ratios, fractions, rational numbers, expressions, geometry, and introductory statistics. Students develop an understanding of ratio and rate reasoning and use these concepts to solve real-world problems. Students write and solve simple equations, explore area, surface area, and volume, and begin analyzing data and probability. Emphasis is placed on problem-solving, reasoning, and making connections between mathematical concepts.

Mathematics Lab Grade 6:

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

Mathematics 7:

Math 7 deepens students' understanding of proportional relationships and strengthens their fluency with rational numbers. Students solve multi-step problems involving proportions, percents, and scale drawings, and represent proportional relationships graphically. Students use expressions and equations to model and solve real-world problems, compare data sets, use sampling to draw conclusions about populations, and calculate probabilities of compound events. The course emphasizes critical thinking, real-world application, and mathematical communication.

Mathematics Lab Grade 7:

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

Math 8:

Math 8 prepares students for high school mathematics by focusing on linear equations, functions, and geometry. Students solve and analyze linear equations and systems of equations, and model real-world situations using graphs and equations. Students develop a strong understanding of functions and learn to interpret relationships between quantities. In geometry, students explore transformations, similarity, congruence, and apply the Pythagorean Theorem to solve problems involving distance and shapes. This course emphasizes analytical thinking, modeling, and connecting multiple representations of mathematical relationships.

MATHEMATICS DEPARTMENT (continued)

Mathematics Lab Grade 8:

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

***Algebra IH:**

This course will prepare students to take the New York State Next Generation Algebra I Regents exam in 8th grade and earn high school credit. Students who have completed and demonstrated mastery in Mathematics 7 are recommended for this course. Students will focus on linear functions, exponential functions, polynomial and quadratic equations and functions, modeling with equations and functions, and statistics. The final average is weighted (1.05) as an honors course in the calculation of the student's high school grade point average. The Algebra Regents Examination score counts as 10% of the student's final average in Algebra IH.

***SELF-SELECTION/INFORMED ENROLLMENT:** Teacher recommendations will be used as a guideline during the scheduling process. Students must complete an Informed Enrollment form to be scheduled for a higher-level course. This form includes an 'action plan' that describes how the student will prepare for the expectations/rigor of the higher-level course. This form will document the original teacher recommendation, the requested course, the detailed action plan, and signature of approval from the student and parent

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

*****The cutoff date to drop out of Algebra is the first Friday in December.**

****** Per [BOE policy 5100... Middle School Regents Courses Attendance Policy](#)**

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

Algebra I Lab

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

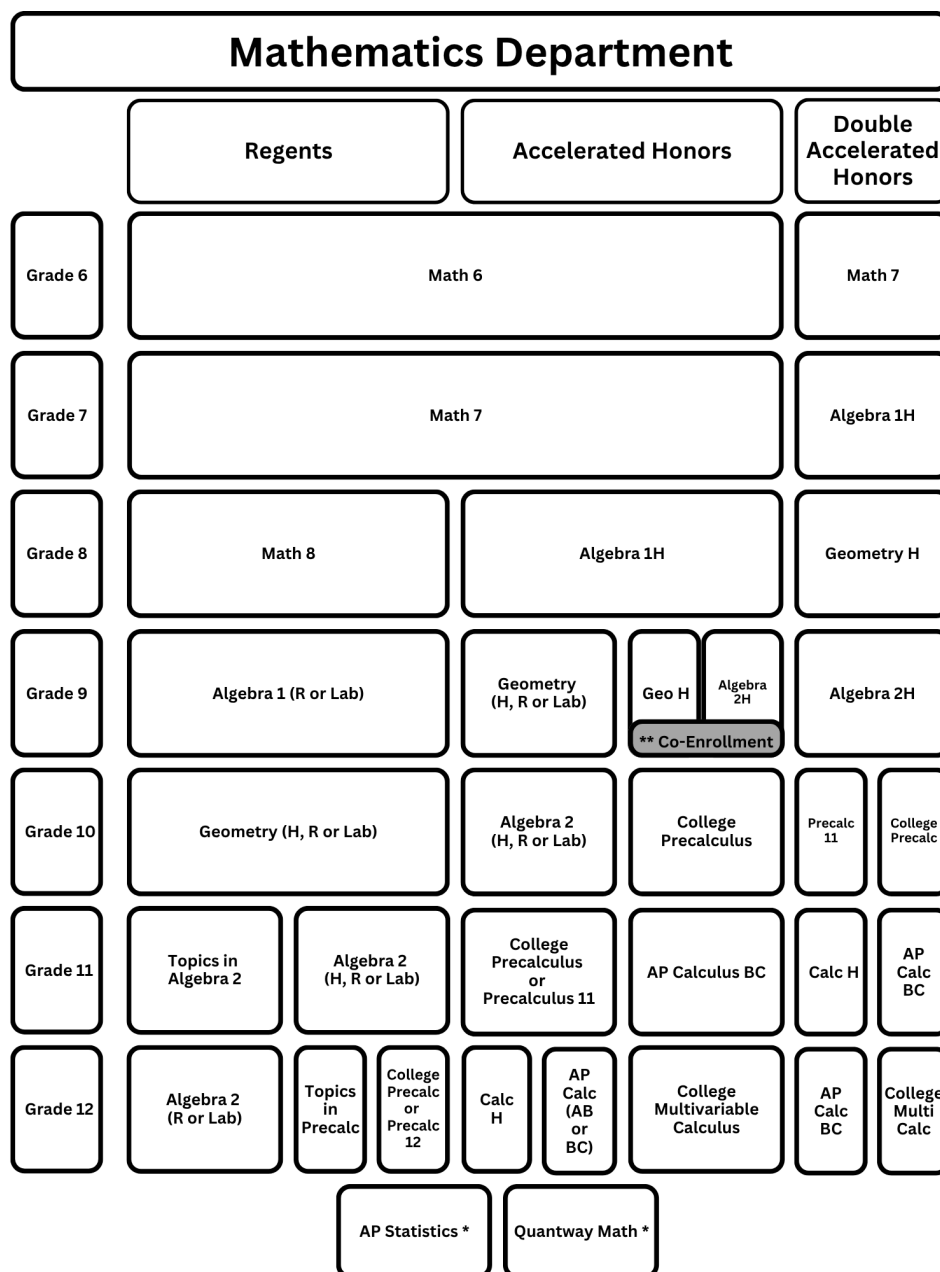
Geometry H

In this course students expand their experiences with transformations and constructions to engage in formal proofs of geometric theorems. They use transformations in the plane as a foundation to prove congruence and similarity. From this foundation, students look to define trigonometric ratios and apply these concepts to solving problems involving right triangles. Students also apply geometric concepts such as solid geometry, coordinate geometry, and circles to model situations. The final average is weighted (1.05) as an honors course in the calculation of the student's high school grade point average. The New York State Next Generation Geometry Regents Examination score counts as 10% of the student's final average in Geometry H.

Prerequisite: Successful completion of Algebra I H

Enrollment Guidelines: Minimum grade of 90 in Algebra I H/Teacher recommendation

MATHEMATICS DEPARTMENT FLOWCHART



* May be taken as a math elective after completion of Algebra 2.

** Additional Entry Point for Double-Acceleration Pathway for Grade 8 students enrolled in Algebra 1H who meet the selected criteria.

The following Business courses may be used as a third credit of math: Financial Math, Intro to Accounting, College Accounting, Computer Programming, AP Computer Science A, and AP Computer Science Principles.

For additional information regarding course prerequisites, please see the course descriptions.

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

Seventh grade students are not eligible for high school credit.



MUSIC DEPARTMENT

General Music Grade 6:

Sixth grade General Music is a half-year exploratory class in which students can gain a greater understanding of music theory. Topics of instruction can include elements of music notation, rhythm patterns, melody, harmony, style, and form. Emphasis is on musical instruments, musical theater, and music related careers. Students will study music reading and performance through a curriculum that includes drumming, hand chimes, and computer-based music applications.

General Music Grade 7:

Music 7 continues instruction in the elements of music, notation, rhythm patterns, melody, harmony, style, and form. Emphasis is placed on electronic and computer music, classical music and composers, non-western music, and musical theater. Students also learn to create using computer-based music applications and participate in the World Drumming curriculum.

General Music Grade 8:

Music 8 continues more advanced instruction in the elements of music, notation, rhythm patterns, melody, harmony, style, and form. Emphasis is placed on American and world musical genres, and students engage in exploration of the science of sound with electronic and computer-based music applications. Instruction in basic music skills is continued.

Performing Music Program Grades 6, 7, 8:

Students have the opportunity to participate in the District's performing music program as a member of the **Band, Orchestra or Chorus**. Each grade level has its own performing ensemble. Students are encouraged to participate in more than one performing group (i.e: band/chorus or orchestra/chorus). A 6th grade lunch-time chorus lab rehearsal is scheduled for students who cannot fit music into their schedule. Performing music programs are sequential and require successful completion of the previous year's course or the recommendation of the music teacher and permission of the District Director of Music.

Performing Music Program: 8th Grade Select Choir

The 8th Grade Select Choir is an audition-based ensemble for singers. Students must successfully complete an audition to join. Members are required to learn and perform both the standard 8th Grade Chorus repertoire and additional, more challenging music selected specifically for the Select Choir. Participation requires extra practice time, focus, and a high level of personal responsibility.

Music Department

Grade
6

Band, Orchestra, Chorus 6 or General Music 6

Grade
7

Band, Orchestra, Chorus 7 or General Music 7

Grade
8

Band, Orchestra, Chorus 8, Select Choir 8*, or General Music 7

Jazz Band, Chamber Orchestra and the musical are all clubs and are open to all grades; 6, 7, and 8.

High School Grades 9-12

Band

Concert Band **

Wind Ensemble H

Chorus

Mixed Chorus**

Treble Chorus

Concert Chorale H

Orchestra

String Orchestra**

Chamber Orchestra H

General
Music

Music Theory & Modern
Band**

AP Music Theory

Music in our Lives**

*Audition Based

**Meets NYS Art/Music Graduation Requirement

PHYSICAL EDUCATION DEPARTMENT

Students in grades 6, 7, and 8 will take Physical Education. This course meets every other day for the entire school year. The purpose of Physical Education is to foster participation in physical activities by applying movement concepts and skills that the students can appreciate for the rest of their lives. In the process, the students will use critical thinking skills, decision-making, and problem-solving skills as they relate to the middle school student and physical education. The curriculum has been designed to meet the New York Student Learning Standards for Physical Education. Emphasis will be placed on developing personal attitudes, behaviors, and values in addition to addressing health-related fitness concepts and their application towards a lifetime of physical activity. Students will participate in a combination of team sports, lifetime or individual activities and fitness activities throughout the school year. This curriculum will also encourage and develop appropriate cooperative and social behavior necessary to interact with a group to achieve a common goal.

SCIENCE DEPARTMENT

At the end of eighth grade, the students are required to take the Intermediate Level Science Assessment which measures the students' grasp of the concepts from sixth grade through eighth grade. As an alternative to Science 8, all eighth-grade students have the opportunity to take Regents Earth and Space Sciences. The course does have a laboratory requirement***, and the students are required to take the Earth and Space Sciences Regents examination in June. Our Earth and Space Sciences course is a high school level course, and it will appear on the student's high school transcript. In order to earn high school credit in the course, the student must pass the Regents examination in June.

Science Grade 6:

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

Science Grade 7:

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

Science Grade 8:

The eighth-grade science program emphasizes **Earth science and physical science**. The topics included in this course are sound, light, rocks, minerals, weather, and topographic maps. Students follow the scientific method in order to perform laboratory work, write lab reports and a research paper for the Eighth Grade Science Fair. At the end of the school year, students in this class take the New York State Intermediate Level Science Assessment.

As an alternative to Science 8, all eighth grade students have the opportunity to take Regents Earth and Space Sciences which aligns with the New York State Science Learning Standards. The course does have a laboratory requirement, and the students are required to take the Earth and Space Sciences Regents examination in June. This is a high school level course, and it will appear on the student's high school transcript. In order to earn high school credit in the course, the student must pass the Regents examination in June.

SCIENCE DEPARTMENT (continued)

Earth and Space Sciences*:

This class is an accelerated eighth grade course. Students who successfully complete the course **and** pass the New York State Earth and Space Sciences Regents Examination will receive one high school science credit. The Regents Examination is given in lieu of the New York State Intermediate Level Science Assessment. The final average is weighted (1.05) as an honors course in the calculation of the student's high school grade point average. The Regents Examination score** counts as ten percent (BOE policy #4710) of the student's final average. This class has a laboratory requirement***, and the topics included in this course are measurement, cycles, environmental awareness, topographic maps, astronomy, climate, weathering, erosion and deposition, meteorology, and the Earth's history. The program also includes the process of developing a research project for the Woodmere Middle School Eighth Grade Science Fair.

***SELF-SELECTION/INFORMED ENROLLMENT:** Teacher recommendations will be used as a guideline during the scheduling process. Students must complete an Informed Enrollment form to be scheduled for a higher-level course. This form includes an 'action plan' that describes how the student will prepare for the expectations/rigor of the higher-level course. This form will document the original teacher recommendation, the requested course, the detailed action plan, and signature of approval from the student and parent

****Per [NYSED regulations](#),** our middle school students must pass the Regents exam in order to earn high school credit regardless of their course average.

*****Laboratory Requirement** The New York State Department of Education requires that all science courses culminating in a Regents exam must include a minimum of 1,200 minutes of laboratory investigations during the school year. Students must satisfactorily complete laboratory reports for these investigations. These reports are collected and must be kept by the school for at least six months after the Regents exam.

As per [BOE policy 5100... Middle School Regents Courses Attendance Policy](#) the high school minimum Attendance Policy shall apply to all students taking Regents courses at the middle school.

Science Department

Grade 8	Science 8	Earth and Space Sciences H	
Grade 9	Earth and Space Sciences R OR Biology R/H *whichever isn't taken in 9th will be taken in 10th	Biology R/H	Intro to Science Research H
Grade 10	Earth and Space Sciences R OR Biology R/H	Chemistry R/H and/or Electives	BioTech Research H
Grade 11	Chemistry R/H and/or Electives	Physics H and/or *AP/College Science/ Electives	College Hewlett Science Research
Grade 12	Physics H and/or *AP/College Science/ Electives		College Independent Science Research

AP Courses

- Biology
- Chemistry
- Physics 1
- Physics C
- Environmental Science

College Courses

- Forensic Science
- Human Anatomy & Physiology
- Hewlett Science Research
- Independent Science Research

Full-Year Electives

- Engineering and Robotics (9 - 12)
- Environmental Science (9 - 12)
- Science in Society (9 - 12)
- Chemistry NR (10-12)
- Physics NR (10-12)
- Advanced Robotics**

Half-Year Electives

- Astronomy (after Earth & Space Sciences)
- Marine Biology (after Biology)
- Forensic Life Science (taken after Biology)

*Must take three years of Regents/Honors level science prior to enrolling in an AP or College Science Course.

**To be eligible, students must submit a robotics resume to the Science Chairperson detailing their experience and qualifications, and have completed at least two years of active participation in the FIRST Robotics Club, preferably at the board level.

For additional information regarding course prerequisites, please see the course descriptions.

SOCIAL STUDIES DEPARTMENT

The curriculum emphasizes inquiry-based learning, critical thinking, and the analysis of diverse sources to build students' understanding of history, geography, civics, and economics. Across grades 6–8, students develop the skills to make connections between the past and present, evaluate evidence, and engage as informed, active citizens.

Grade 6 – The Eastern Hemisphere:

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

Grade 7 – United States History, Part I:

The Grade 7 Social Studies curriculum explores the history of the United States and New York State. The curriculum traces the human experience from pre-Columbian times through the Civil War.

The curriculum integrates geography, economics, politics, and social history, helping students develop a deeper understanding of how historical trends have shaped the nation and New York State. Students are encouraged to make connections across time, identifying patterns, causes, and effects that continue to influence the present day.

The major units of study are:

- Five themes of geography
- Pre-Columbian Indians
- European Exploration and Settlement
- Colonial Settlement
- American Revolution
- N.Y. State and U.S. Constitutions
- Life in the New Nation
- Age of Jackson
- Pre-industrial Age 1790-1860
- Culture and Reforms
- Sectionalism
- Causes of the Civil War

SOCIAL STUDIES DEPARTMENT (continued)

Grade 8 – United States History, Part II:

Grade 8 Social Studies is a continuation of the Grade 7 curriculum, focusing on the history of the United States and New York State from the Civil War through the present.

The curriculum is organized chronologically, beginning with Reconstruction and progressing through major events, movements, and themes in American history, including contemporary issues. It integrates geography, economics, politics, and social trends, encouraging students to understand the connections between national developments and their impact on New York State.

All students in grade 8 Social Studies are required to complete a History Day project.

The major units of study are:

- Civil War
- Reconstruction
- The Frontier West
- Industrial Revolution
- Immigration
- Gilded Age/Rise of Cities
- Progressive Era
- Overseas Expansion
- World War I
- Roaring Twenties
- Great Depression
- World War II
- Civil Rights Movement
- Cold War to the Present

Social Studies Department

Grade 6	Social Studies Grade 6- The Eastern Hemisphere		
Grade 7	Social Studies Grade 7- United States History I		
Grade 8	Social Studies Grade 8- United States History II		
Grade 9	Global History 1R	World History 9H	Team Global History + Lab
Grade 10	Global History 2R	Global History 2H	AP World History or AP European History
Grade 11	US History R	US History H	AP US History
Grade 12	Government AND Economics Select half year of Government and half year of Economics		

Government

- Participation in Government
- College Public Affairs
- AP US Government
- AP Comparative Government
- Interdisciplinary Government (full-year course)

Economics

- Economics
- College Economics
- College International Economics
- AP Macro Economics
- AP Micro Economics
- College Virtual Enterprise

Electives

- AP Human Geography (9-12)
- Social Science Seminar (9, 10)
- Psychology (10-12)
- Criminology and Criminal Law (11, 12)
- College Introduction to Social Science Research (11)
- College Independent Social Science Research (12)
- College Development of Children (11, 12)
- College Psychology (11, 12)
- College Sociology (11, 12)

SPECIAL EDUCATION DEPARTMENT

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

Resource Room:

Resource Room teachers work with small groups (maximum 5 students) of students with disabilities in a structured learning environment to work on IEP goals. Various methods and materials are utilized. While the implementation and monitoring of individual student IEP goals/objectives are at the core of the sessions, the special educator may also include: remediation of specific skills to help students function more effectively in academic classes; assistance in developing strategies to meet the NYS Next Generation Standards in academic subjects; and providing support to maintain and promote progress.

Integrated Co-Teaching (ICT): Possible course offerings based on CSE recommendations

Grade 6

ICT English Language Arts 6
ICT Social Studies 6
ICT Science 6
ICT Math 6

Grade 7

ICT English Language Arts 7
ICT Social Studies 7
ICT Science 7
ICT Math 7

Grade 8

ICT English Language Arts 8
ICT Social Studies 8
ICT Science 8
ICT Earth Science 8
ICT Math 8
ICT Algebra 8

Special Classes:

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

15:1:1 (15 students, 1 Teacher, 1 Teacher Assistant)

This special class setting is designed for students with disabilities who require more specialized instruction in a smaller, more supportive environment. The lower student-to-teacher ratio allows for greater individualized attention, targeted instruction and support with academic and behavioral needs. The classes follow curriculum content as required by State regulations and utilize specialized methods and materials adapted to meet the specific learning styles of the students. These Special Classes are designed to meet the rigor of the State academic learning standards and parallel general education classes in curriculum and assessments.

Grade 6

15:1:1 English Language Arts 6
15:1:1 Social Studies 6
15:1:1 Science 6
15:1:1 Math 6
15:1:1 Reading 6

Grade 7

15:1:1 English Language Arts 7
15:1:1 Social Studies 7
15:1:1 Science 7
15:1:1 Math 7
15:1:1 Reading 7

Grade 8

15:1:1 English Language Arts 8
15:1:1 Social Studies 8
15:1:1 Science 8
15:1:1 Math 8
15:1:1 Reading 8

Pupil Personnel Services
Pass/Fail Option for World Language Courses

School Counselor

Date

Student Last Name

First Name

Grade

Course Name for Pass/Fail Option:

The following guidelines must be adhered to:

- Students with a World Language Exemption, as determined by the Committee on Special Education, may enroll in a Level 1 or Level 2 course with a Pass/Fail grade in lieu of a numerical quarter/final grade.
- Application deadline is ten (10) days after the 1st quarter grade is posted to the portal or upon initial CSE exemption.
- Students are expected to sit for all assessments related to the course.
- The Pass/Fail option and grade will remain in effect for the remainder of the school year and cannot be reversed.
- HHS students must be taking five additional courses, plus PE in order to use the Pass/Fail option. *School Counselors must confirm exemption eligibility.*
The five graded courses are:

1)_____ 2)_____ 3)_____

4)_____ 5)_____

Student's Signature/Date

Parent's Signature/Date

Notified of pass/fail option:

Teacher: _____

Dept. Chairperson: _____

School Counselor: _____

PPS Chairperson _____

***If applicable, the form above will be discussed at your CSE meeting.**

WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE DEPARTMENT

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

Student outcomes in English as a New Language Courses

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

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

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

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

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

WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE DEPARTMENT

(continued)

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

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

ENL 6/7

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

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

ENL 7/8

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

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

ELA Grade 6 (Integrated ENL/ELA)

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

Prerequisite: New York State testing determines eligibility for grades 6

WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE DEPARTMENT

(continued)

ELA Grade 7 (Integrated ENL/ELA)

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

Prerequisite: New York State testing determines eligibility for grade 7

ELA Grade 8 (Integrated ENL/ELA)

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

Prerequisite: New York State testing determines eligibility for grades 8

WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE DEPARTMENT

(continued)

World Languages Exploratory Grade 6:

Sixth grade students will be enrolled in a World Language Exploratory Program which aims to introduce students to the exciting world of languages and cultures, focusing on French, Italian, and Spanish. Meeting on an alternating-day schedule (Blue/White) for half the school year, this program provides a foundation in language fundamentals while fostering an appreciation for the diverse cultures associated with each language. Students will engage in interactive activities as introductory exposure to listening, speaking, reading, and writing in various languages. This introductory course prepares students for continued language study in 7th grade, where they will select one language to study and begin to develop proficiency.

French 1A Grade 7:

This is a beginning course in the French language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, reading, and writing skills. This course introduces vocabulary, structure, idioms, and the study of French culture.

Italian 1A Grade 7:

This is a beginning course in the Italian language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, reading, and writing skills. This course introduces the vocabulary, structure, idioms and the study of Italian culture.

Spanish 1A Grade 7:

This is a beginning course in the Spanish language. Emphasis is given to communicative proficiency through the development of oral expression, auditory comprehension, reading, and writing skills. This course introduces vocabulary, structure, idioms, and the study of Hispanic culture.

WORLD LANGUAGES & ENGLISH AS A NEW LANGUAGE DEPARTMENT

(continued)

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

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

**The study of a language must begin by grade 7 unless the student is language exempt per the IEP. Students with an "Exemption from Language Other than English," as determined by the Committee on Special Education, may enroll in a Level 1 World Language Course with a Pass/Fail option in lieu of a numerical quarter/final grade.*

French 1R Grade 8:

This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading, and writing. The course offers a more intensive study of vocabulary, structure, idioms and Francophone culture. Major emphasis is placed on the development of communicative proficiency.

Italian 1R Grade 8:

This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading, and writing. This course offers a more intensive study of the vocabulary, structure, idioms, and the study of culture and traditions of the Italian people. Major emphasis is placed on the development of communicative proficiency.

Spanish 1R Grade 8:

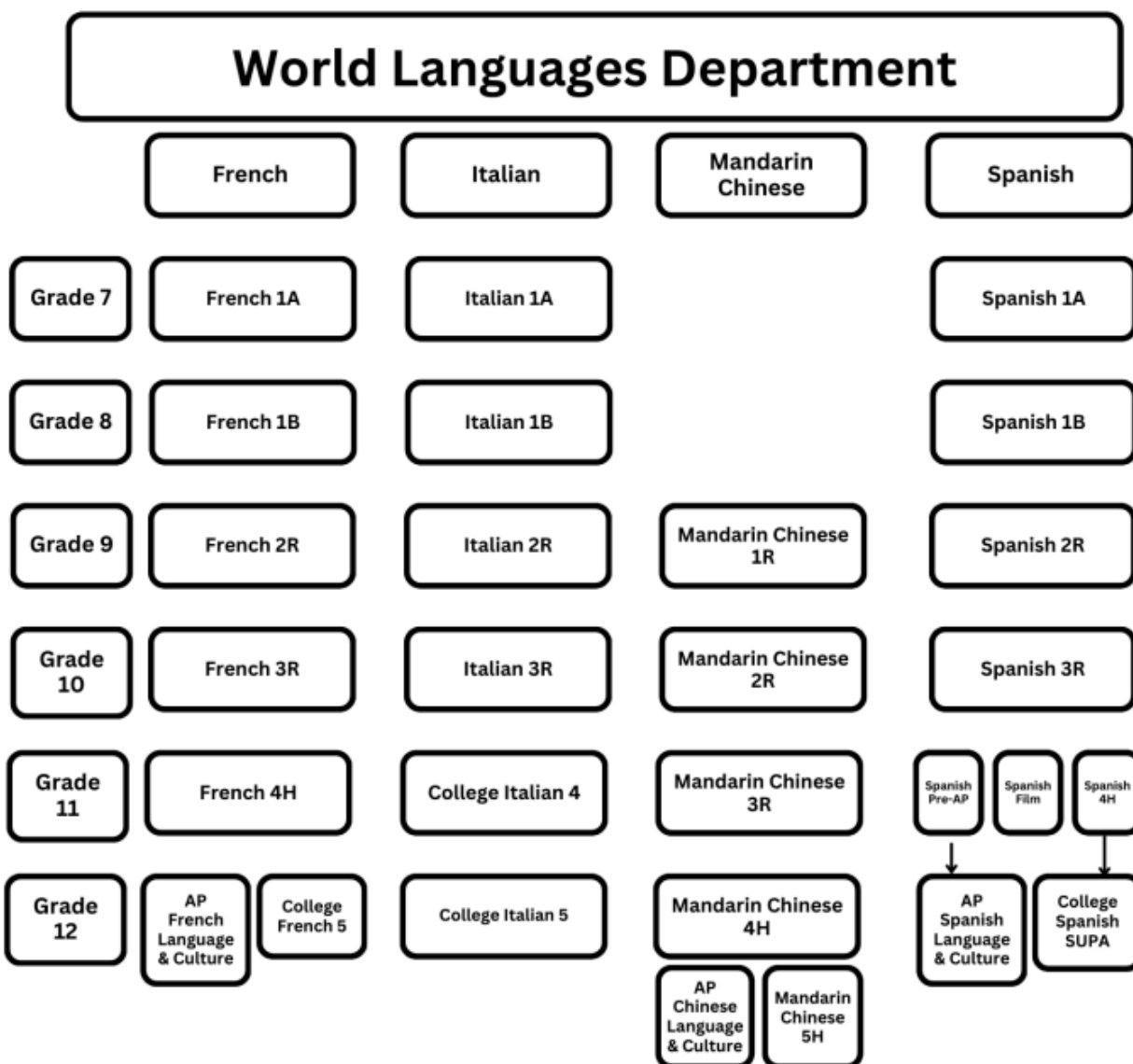
This course continues to develop the four basic skills introduced in Level IA: oral expression, auditory comprehension, reading and writing. The course offers a more intensive study of vocabulary, structure, idioms and Hispanic culture. Major emphasis is placed on the development of communicative proficiency.

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

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

*Eighth grade students enrolled in a World Language class may voluntarily participate in the National Language Exams Contest in French, Italian or Spanish. Registration for the exams take place in the fall and the exams are administered in the spring. High achieving students may earn a bronze, silver or gold medal dependent on their national percentile ranking.

Upon successful completion of both Levels 1A and 1R and a passing grade on the FLACS Regional Checkpoint A exam, students will receive one unit of high school World Language credit.



ACADEMIC SERVICES AND ENRICHMENT

Academic Intervention Services (AIS) Grades 6, 7, 8:

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

Community Service, Grades 6, 7, 8

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

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

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

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

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

Discovery Program, Grades 6, 7, 8:

The WMS Discovery Program is designed to bring previously identified gifted students together in a homogeneous group to promote higher level and critical thinking skills. This is an extension of the elementary schools’ Discovery program. The Discovery program emphasizes critical thinking and creative problem solving. The interdisciplinary gifted and talented curriculum is designed to coordinate and extend the regular classroom curriculum. Discovery students will be scheduled for a full year course that meets every other day in all grades.

ACADEMIC SERVICES AND ENRICHMENT (continued)

Extra Help, Grades 6, 7, 8:

Extra help is the time for students to receive assistance in any subject where they may be having difficulty. Extra help is provided from 8:10 AM-8:35 AM. each Monday, Wednesday, and Friday. Extra help is not a time for socializing.

Homework Club, Grades 6, 7, 8:

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

Library Media Center:

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

Operation Success:

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

Strategies and Skills:

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

CLUBS, SPORTS, AND ACTIVITIES

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

AM Recreation: The AM Recreation Program offers students the opportunity to be challenged physically and mentally through games and activities. This is for all grades.

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

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

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

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

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

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

Math Team: Math Team competes with students across Nassau County in monthly contests. The club provides an opportunity for students to broaden their mathematical intuition while experiencing the thrill of discovery associated with creative problem solving.

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

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

CLUBS, SPORTS, AND ACTIVITIES (continued)

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

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

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

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

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

CLUBS, SPORTS, AND ACTIVITIES (continued)

Middle School Interscholastic Sports

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

Fall (early September to early November):

Boys

Football
Soccer
Cross-Country

Girls

Soccer
Swimming*
Cross-Country
Cheerleading
Tennis

Winter I (early November to mid-January):

Boys

Basketball
Swimming*
Outdoor Track & Field

Girls

Volleyball
Gymnastics***
Cheerleading
Outdoor Track & Field

Winter II (mid-January to late March):

Boys

Volleyball
Wrestling**

Girls

Basketball

Spring (late March to early June):

Boys

Baseball
Track and Field
Lacrosse
Tennis

Girls

Softball
Track and Field
Lacrosse

*These activities take place at Hewlett High School.

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

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