

# **Schoharie Central School**

## **Middle Level Course Description Guide**

## INTRODUCTION

This curriculum guide contains a description of the courses of study offered at Schoharie School for grader 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> and information designed to assist students in planning an appropriate program of study. Students should consider interests and abilities while choosing courses to coincide with their academic courses. This process will involve consultation with parents/guardians, teachers, and counselors to make sound choices that will benefit each student. Careful program planning will enable students to work successfully, reaching their academic and personal goals.

## SCHEDULING

### **6<sup>th</sup> Grade**

English Language Arts    80min daily  
Math                            80min daily  
Social Studies 6  
Science 6  
Humanities (Art/Physical Education/Music/ Cultural Awareness)  
Family and Consumer Science  
Science Lab  
Physical Education  
Choir  
Band

### **Intermediate Level – Grades 7 & 8** (Section 100.4 of NYCRR)

Certain guidelines must be followed when planning a junior high program. Some course choices are personal choices, but the majority of courses at the middle level follow regulations set by the State. A broader range of individual choices can be made at the commencement of the high school year.

The following courses are required at the junior high level.

English/Language Arts	2 units
Social Studies	2 units
Mathematics	2 units
Science	2 units
Health	½ unit
CTE	1 ¾ unit
The Arts	½ unit in visual arts, ½ unit in music
Library and Information Skills	equivalent of 1 period per week
Languages (other than English) *	2 units by the end of 8 <sup>th</sup> grade
Physical Education	1 unit

**Note:**

1. The unit of study requirement (180 minutes per week) for one or more subjects may be reduced for students in need of academic intervention services (AIS), but in a manner that does not prevent them from attaining the State Learning Standards in any area required for graduation or from meeting local standards for promotion.
2. Qualified students in grade 8 shall have the opportunity to take high school courses and receive diploma credit (Section 100.4 of NYCRR). Schools must offer grade 8 acceleration in at least 2 subjects, one of which must be mathematics.

\* Students who complete Checkpoint A: 2 units of study in a language other than English no later than the end of 8<sup>th</sup> grade must pass the final exam in order to earn 1 unit of credit toward the high school diploma (Section 100.2 (d) of NYCRR).

For more information reference [www.nysed.gov](http://www.nysed.gov)

**Departmentalized Classes**

Instead of having one teacher for several subjects, students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade will have different teachers for most every subject and students will be changing rooms every period. Students use their assignment pads for the purpose of writing down assignments. No one can be expected to remember all of the information each teacher gives, so it is expected that each student USE THEIR ASSIGNMENT PAD ON A DAILY BASIS.

**Testing**

Students in grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> will take the New York State ELA and Math tests. These tests are designed to measure individual student progress between the 4<sup>th</sup> grade and the 8<sup>th</sup> grade state tests.

Students in grade 8<sup>th</sup> will also take the New York State Test in Science.

The results of the New York State assessments will be one factor used to assess each student's need for Academic Intervention Services (AIS). AIS is designed to focus on specific skill development so students will master their graduation requirements.

## **AIS Questions and Answers for 6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup>**

What is AIS? – AIS stands for Academic Intervention Services. The New York State Department of Education requires school districts to provide additional instruction and/or support services to help students meet the New York State Learning Standards required to earn a high school diploma.

Who will be receiving AIS? – Academic Intervention Services are State mandated and may be required for the following reasons:

- Attendance issues
- Low standardized test scores (i.e.: students who score 1 or 2 on the 8<sup>th</sup> grade assessments or students who fail a Regents exam)
- Additional assistance needed to pass a NYS assessment or Regents exam
- Report card grades below 75%
- Health/Nutrition issues
- Less than 80% of homework or class work completed and/or low effort or participation

When and how often will a student have AIS? – Most students will receive AIS every other day for a period.

Who teaches AIS? – NYS Certified teachers must instruct students in AIS. Most AIS sessions are subject specific; therefore, the teachers are certified to teach that particular subject area. For example, if a student needs assistance in math, they will receive AIS with a certified math teacher.

If you have other questions regarding Academic Intervention Services, you should contact your student's school counselor – Mrs. Kenyon (grades 6 – 8)

### **Homework Requests**

When a student is absent for a day or more and has to maintain coursework for several teachers, it can sometimes be overwhelming for a student to come back to school and make up the coursework. Requesting missed assignments to work on at home can prevent the anxiety this can create. Please access your SCHOLOGY account to communicate with your child's teachers.

### **Report Cards and Interim Reports**

6<sup>th</sup> ,7<sup>th</sup> & 8<sup>th</sup> grade: Operates on a quarterly report schedule. Parents will receive 4 progress reports and 4 report cards. Students are responsible to bring the reports home.

## **Communication**

The report cards and interim reports should not be the only communication between the parents/guardians and the school district. There are many effective ways for parents to communicate with their student's teachers. Parents/guardians who are unclear of their student's responsibilities are encouraged to reach out to the teacher. Calling the school, emailing teachers or in the case of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, parents can access their students SCHOLOGY account and see their grades in real time. There is also an icon for direct email contact with the teacher. Also, parents are able to access SCHOOLTOOL (once you set up an account) where the progress reports and report cards are published.

Conferences can be scheduled with teachers, students and parents. Please call the counseling Center to arrange a conference. This is a very effective means of communication between student, parent and teachers.

For the conference to be effective, here are some helpful guidelines to follow:

- Discuss with your student the goal(s) of the conference. Communicate with the school counselor so everyone knows the objectives and can be well prepared for the conference.
- Plan on having the student attend the conference. Students need to hear the information shared about them so they know and understand the perspectives and goals of everyone involved. They also need to be part of the plan developed by the teachers and parents if they are going to reach their goals.
- Have all parents/guardians attend the meeting if possible.
- Parents should share any information with teachers that they feel is relevant to the success and understanding of their child.
- Plan to follow-up and assess the effectiveness of the plan.
- Make any necessary adjustments.

## **Parent Nights**

Open House Nights are designed to give parents an overall view of their student's responsibilities for the school year and meet their child's teachers.

There is a scheduled parent night for the 5<sup>th</sup> to 6<sup>th</sup> grade parents (in June), to assist students and parents with the transition to the high school building, lockers, and having many departmentalized teachers.

At the 8<sup>th</sup> grade level, an 8<sup>th</sup> to 9<sup>th</sup> grade Parents Night Held in January. High school school counselors discuss the courses and requirements and answer questions regarding the transition. Parents also sign up for an individual conference with their student and his/her counselor to plan their high school career.

## **SCHOOL COUNSELING PROGRAM**

In grades 6-12, the school counseling program shall include the following activities and services:

- A. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
- B. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
- C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to encourage parental involvement.

Counseling is provided in individual, small, and large group settings. Topics include career/life planning, decision making, social skills, development, transitional adjustments as students move from grade to grade, study skills, crisis intervention, peer relations, anger management, and academic planning.

Consultation services include conferences with parents, teachers, school support services, and administrators. Counselors also assist with referrals for special education testing and evaluations, accommodations, and setting up meeting through pupil services for the school psychologist and/or social worker.

Coordination activities include career speakers, community services, referral services, and junior high social events.

The Comprehensive School Counseling Plan can be found on the Schoharie School website: [www.schoharieschools.org](http://www.schoharieschools.org)

## **SPECIAL EDUCATION PROGRAM**

**Philosophy:** The goal of the junior high special education staff is to assist students in reaching their potential. In order to achieve this goal, the department engages in an ongoing assessment and development of programs and placements in order to meet the needs of students in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades.

**Program:** Parents/guardians and students are active participants in discussions and plans for each student's program, along with school personnel. An Individual Education Program (IEP), based on the student's abilities and educational needs, will be developed. The determination as to which classes will be most appropriate for each student will be based on the student's ability and the level of support each student will require in order to achieve success within that class, as agreed to by the Committee on Special Education. With the exception of resource room and academic tutorial, unit of study requirements recorded for each class. These classes are meant as support for students who need extra services, they are not credit bearing courses.

### **Resource Room Syllabus**

In resource room, students will be given small group and 1:1 support (as possible) to be successful in their classes throughout the day. In 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade, all students are in the Integrated Co-teach program as per their IEPs.

#### **Resource Goals:**

- Students will develop skills that support organization.
- Students will develop habits that support their academic success, such as responsibility of staying organized, collecting work when absent, as well as self-advocating for the content area they may experience difficulty.
- Students will receive support, including mini-lessons and one-on-one help, with subject areas that prove to be difficult for them.

#### **Academic Tutorial**

Students in academic tutorial are provided a small group setting to:

- support organization
- record in and maintain agendas to keep track of assignments
- provide support on homework, projects and long term assignments

Students learn to prioritize assignments by the due date and subject. They are given opportunities to ask more questions, receive further explanation and more support on long term assignments. Students are given time to get ahead on their assignments and brainstorm upcoming projects or papers. We work towards developing effective study habits and academic skills that enable students to be successful through 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade and in preparation to go to high school.

## **Reading Enrichment 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>**

Reading Enrichment is a remedial service for students who are at risk as a result of reading difficulties. Students are chosen for the program based on their standardized scores, reading levels, and teacher recommendations. Ideally classes are small, so students can receive individualized instruction in reading according to their abilities and needs. Curriculum - Reading Program- Read 180 and System 44 are researched based programs with proven results in raising student reading achievement. Technology is used to deliver individualized reading instruction and data for each student.

### **GRADE 6**

#### **English Language Arts 6**

Using the Wonders series- Grade 6 students focus on foundational skills including phonics and decoding/ word recognition, structural analysis/word analysis and fluency. Students will also focus on reading literature and informational texts, where they will work with various comprehension skills/strategies, literary/text features and respond to texts. Students will additionally work on speaking and listening/language skills. Students will use materials including Wonders literature anthology and leveled readers.

Students will also engage in iReady lessons which focuses on the following areas: phonemic awareness, high-frequency words, phonics, comprehension or literature and comprehension of informational text.

#### **Reading Program LLI program 6**

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

#### **Writing 6**

Uses the Being a Writer program which focuses on the writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level.



## **Math 6**

Using the Go Math series- Grade 6 students will be focusing on 5 areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing understanding of simple probabilities and statistical thinking. Students will also be using the Reflex math program which focuses on improving fact fluency.

## **Social Studies 6**

Is based on the geography and history of the Eastern Hemisphere, including 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.

## **Science 6**

Incorporates Physical Sciences, Life Sciences, Earth and Space Sciences, and Applications of Science. Some of the topics covered include: Living vs Non-Living, Interactions with-in an Ecosystem, Forces of Motion, Types of Energy, the Solar System, Rock Cycle and Weather and Climate. Science 6 is aligned with the curriculum in 7<sup>th</sup> and 8<sup>th</sup> grade to review, teach and prepare at each level and build upon the previous year.

## **Science Lab**

Focuses on lab skill development in these 4 areas: 1: Lab Safety. 2: Hands on experience with rulers (mm-km), triple beam balance, thermometer, scientific glassware, how to make and stain a slide, microscope parts and functions. 3: Math- volume formula for solid and liquid, decimals, converting with metric measurements, graphing, scientific notation. 4: Scientific Method control and variable.

## **Cultural Awareness**

This class is a required rotation with humanities for 6<sup>th</sup> graders. This course will discuss topics such as (but not limited to): identity, differences, biases, and bullying. The goal of this course is to inform students of differences that exist within our local and global communities. Students will learn how to respect, accept, and appreciate diversity in said communities through a variety of activities.

## **General Music 6**

This music course explores the four anchors of the new National Core Arts Standards: performing, creating, responding and connecting through a variety of units. These units include: Elements of Music, Early Rock, The British Invasion, Protest Songs and Folk, The Beach Boys, Music Careers, Opera and Musical Theater, Instruments of the Orchestra and Movie Music, Ukulele.

## **Band 6**

This course uses both individual and group work and encourages creation and performance. This course also incorporates technology whenever possible using different web-based programs to begin fostering music-related skills on the computer.

- Participation in 5<sup>th</sup> and/or 6<sup>th</sup> grade band at SCS or another school band program. Junior High “beginners” may start studies at the discretion of the director.
- Knowledge of fundamentals of sound production, including appropriate posture, hand position, articulation, breath control and embouchure.
- Knowledge of musical fundamentals such as dynamics, tempo, time signatures, key signatures and note/rest values up to sixteenth notes/rests.
- A commitment to excellence achieved through regular lesson attendance, proper rehearsal technique and personal practice.

The band performs at the following music events during the year:

Winter Concert (December)

Spring Concert (May)

## **Choir 6**

Students will be introduced to concert vocal music. Rehearsals are intended to be the vehicle in which the student learns to perform pieces as part of the group. These rehearsals will prepare the student to sing at various concerts and community events. Students will utilize lessons to develop skills such as tone quality, rhythm, range and sight reading. Students will have 2 performances during the school year.

## **Home and Career Skills (Family and Consumer Science)**

Home and Career Skills is a course offered in both 6<sup>th</sup> and 7<sup>th</sup> grade.

The course fulfills the New York State learning standards for Family and Consumer Science at the middle school level.

In 6<sup>th</sup> grade, the course is taken for one semester, and the topics covered include the decision making process in personal and professional lives, the structure and relationships of families, dealing with bullying, building and maintaining friendships, and the ins and outs of babysitting.

Both sections use a series of hands-on learning activities to help students apply the process skills of decision making, problem solving and management to the covered topic areas. Critical thinking skills are applied to questions such as, “How do I relate to others?”, “How can I make money work for me?”, as well as everyone’s favorite, “How do I choose what to eat?”.

## **Art 6**

Art in Schoharie is crucial to students' education. The art program provides a place where students can enhance their problem solving skills, fine motor skills and broaden their knowledge of the world and its cultures. Students will continue to develop a familiarity with common art vocabulary, knowledge of famous artists and their works, and also be able to choose appropriate materials for specific kinds of artwork.

## **Physical Education 6**

Each day the students will be graded on the following:

- A. Participation and effort: Student is responsible to actively participate to the best of his/her ability every class period. If a student misses a class, it will need to be made up. Absences and tardiness will detract from grade.
- B. Physical skills: Students will be evaluated during each unit on his/her individual and/or team skill level.
- C. Knowledge of activity: Students understanding of activities being covered.
- D. Sportsmanship: Students are expected to follow the expectations listed below. Improper language will be subtracted in points from student's grade.

Each class period a student can earn up to 10 points. If unprepared for class, a maximum of 5 points will be given for the day. Teachers may administer written quizzes and tests throughout the year.

## GRADE 7

### **English Language Arts 7**

The seventh grade language arts curriculum continues to emphasize the integration of vocabulary, literature, reading strategies, composition, oral language skills, research and grammar. Students will progress through the writing process as they plan, draft, revise, edit, and publish their own specific types of writing. These writing types include arguments, informative/explanatory texts and narratives. Students are required to draw upon and write about evidence from literary and informational texts. Because of the focus of writing in most forms of inquiry, short projects are infused throughout the year which answer a question, draw on several sources, and sharpen the focus based on the student's findings. The emphasis on becoming strategic readers, critical viewers and effective communicators continues. Students learn to evaluate their own learning. The thematic approach invites students to discover the triumph and tragedy of human experience. Themes include universal concepts such as societal decisions, loyalty and camaraderie.

### **Math 7**

Math 7 is a course in which the primary emphasis is the method used to solve a problem rather than a numerical answer. Students need to be able to justify their answers and are required to show all work including formulas, and substitutions. A variety of problem solving strategies will be taught including drawing a diagram, working backwards, using proportional reasoning and demonstrating a pattern. The course is standards based on the Common Core Standards and will include the number system, ratios, proportions, expressions, equations, geometry, probability and statistics. Students will need to use the mathematical practices of making sense of problems, reason abstractly, critique each other's work, model, choose appropriate tools, as well as be precise. The course will provide opportunities for hands-on learning whenever possible. Planned activities include labs to investigate Pi, the volume and surface area of cylinders, and labs. Homework will be assigned based on the unit to reinforce the concepts taught in class. It is imperative that students come prepared each day as success in the course depends upon continuously building upon prior knowledge.

### **Math Accelerated 7X**

This course begins with building on their knowledge of basic skills, order of operations and all operations with integers. Then they apply this knowledge to all operations with rational numbers. When these topics are covered they can use a calculator. We then work on number theory with powers and exponents. Then some major 7<sup>th</sup> grade concepts are taught: ratios, proportions, percents and linear inequalities. We start linear equations which is a major 8<sup>th</sup> grade topic. I teach this in greater depth and we work our way into linear functions. This is when we use graph paper. Graph paper should be purchased for this class. They learn to solve a system of linear equations graphically and algebraically. We then do a chapter on statistics and probability, congruence and transformations, area and volume and the last chapter we work with rational and irrational numbers and all operations with radicals. Grading will be determined by homework, quizzes, tests, activities, graded homework, class participation and a

preparation grade. At the end of the quarter I try to give a notebook test. Students need to keep a well-organized notebook and folder.

## **Social Studies 7**

Social Studies at the 7<sup>th</sup> grade level explores American history up to 1865. Some of the topics that are covered include Geography and the Social Sciences, Native American Cultures, European Exploration and Colonization, The English Colonies, Causes of the Revolution, The War for Independence, The U.S. Constitution, The Early Republic, The Expanding Nation, Causes of the Civil War, and the Civil War. A development of social studies specific skills and introduction to enduring issues are embedded components of this course

## **Science 7**

Students will learn to understand and apply scientific concepts, principles, and theories pertaining to the living environment and recognize the historical development of ideas in science. Some of the topics discussed in the course include the differentiation of the kingdoms, determining sexual and asexual mechanisms for passing genetic material from generation to generation, genetics, reproduction and development, and food webs.

In class, Life science students will be expected to perform lab activities in a safe manner, work in cooperative groups, use the scientific method in experiments and in problem solving and develop organizational skills. Classroom discussions and hands-on models are essential to the learning process. Projects include research and writing assignments, model making, and classroom oral presentations.

## **Spanish 7**

Prerequisite: None

The goal of seventh grade Spanish is for students to begin their acquisition of the language and awareness of Hispanic cultures. Students will work to interpret language they hear or read as well as communicate basic and familiar information interpersonally and resentationally. These skills will begin at the novice-low to novice-mid level of proficiency. Students will also work to investigate and interact with products and practices of the Hispanic culture in order to make comparisons with their own and begin to understand different perspectives. Students will focus on topics including personal identification, family life, school life, free time activities, and other related content and vocabulary. The course will culminate in a final exam.

## **Cultural Awareness**

This class is a required 10 week course for 7th graders. This course will discuss topics such as (but not limited to): identity, differences, biases, and bullying. The goal of this course is to inform students of differences that exist within our local and global communities. Students will learn how to respect, accept, and appreciate diversity in said communities through a variety of activities.

## **Family and Consumer Science**

Family and Consumer Science is a course offered in both 6<sup>th</sup> and 7<sup>th</sup> grade.

The course fulfills the New York State learning standards for Family and Consumer Science at the middle school level.

In 7<sup>th</sup> grade, the course is taken over 10 weeks and will cover food and nutrition as well as basic sewing (e.g. how to fix a broken shirt button).

Both sections use a series of hands-on learning activities to help students apply the process skills of decision making, problem solving and management to the covered topic areas. Critical thinking skills are applied to questions such as, “How do I relate to others?”, “How can I make money work for me?”, as well as everyone’s favorite, “How do I choose what to eat?”.

## **Art 7**

In 7<sup>th</sup> grade art, the student will study the elements and principles of art. In addition, they will become familiar with color theory and how colors can be combined or effectively used. By using various mediums as well as specific techniques and strategies, the elements and principles of art and color theory are taught. This includes how to create volume and space using linear and circular perspective and gradation. Students will also continue to use these skills (perspective and values) while learning how to use mediums such as cray-pas, acrylic and watercolor paint, pastels, charcoal, marker, ink, scratch board and sculpting materials.

All students are assessed on their own personal growth; their work is not compared to the work of other students. They are graded by completing a project to the best of their ability by the established deadline announced at the beginning of the project. In addition, the pupil is recognized for their level of responsibility, willingness to face new challenges and observe classroom behavioral expectations in a studio setting. Written and practical tests are given with each project. The projects and the tests have the same value when calculating the earned final grade.

## GRADE 8

### **English Language Arts Honors 8**

The eighth grade English/Language Arts course provides a balance of reading, writing, speaking, listening, and language skills. Students will progress through the writing process as they plan, draft, revise, edit, and publish their own specific types of writing. These writing types include arguments, informative/explanatory texts and narratives. Students are required to draw upon and write about evidence from literary and informational texts. Because of the focus of writing in most forms of inquiry, short research projects are infused throughout the year which answer a question, draw on several sources, and sharpen the focus based on the research findings. The emphasis on becoming strategic readers, critical viewers and effective communicators continues. Students learn to evaluate their own learning. The thematic approach invites students to discover the triumph and tragedy of human experience. Themes include universal concepts such as individuality, loyalty, perseverance and camaraderie.

### **English 8**

At the 8<sup>th</sup> grade level, students begin to intensely prepare for the New York State Standards Test. They have extensive essay writing assignments and spend time reading thematic literature. Assignments range from oral presentations, reading comprehension, persuasive writing, compare/contrast writing and listening skills.

### **Integrated Algebra 8**

(1 Credit)

This is a one year, high school credit (1) bearing course to prepare students for the NYS Algebra Regents exam in June. The concentration of this course is algebra. Students will develop problem-solving skills and apply them in linear, quadratic, absolute value and exponential functions. Students will also develop connections between analytical and geometrical representations.

### **Math 8**

Math 8 begins with a quick review of basic skills and integers. Then the students get right into the new common core standards that will prepare them to succeed in high school mathematics. There is not as many topics to teach, but they are taught in greater depth. The first main domain is number systems. They learn the difference between rational and irrational numbers; emphasis on estimating and approximating these numbers and reviewing properties of numbers. We then work with square roots and cube roots, scientific notation and metric system. The second domain is expressions and equations. We review solving equations involving decimals and fractions, to understand the connections between proportional relationships and linear equations. We will analyze linear equations and pairs of simultaneous linear equations. Here they learn to solve system of equations algebraically and graphically. The third domain is functions. Here we define, evaluate and compare functions. The fourth domain is geometry, reviewing with more focus on the use of congruence

and similarity. We will review parallel lines, angles, properties of triangles and volume of solids. The fifth domain is statistics and probability. Reviewing different ways to display data and investigate patterns associations in bivariate data. Grading will be determined by homework, quizzes, tests, activities, class participation and preparation. At the end of each quarter there will be a notebook test. Students need to keep a well-organized notebook and folder. There are 20 graded home works that are averaged into their quiz average.

## **Science 8**

Science Grade 8 will prepare students to experience science through three dimensional learning by incorporating the Next Generation Science Standards (NGSS). Students participate in small-group cooperative learning activities and large-group discussions. This course frequently uses a phenomenon-based and hands-on inquiry approach where students generate questions and revise their thinking as their understanding of science concepts are refined. Laboratory skills, data analysis, practical application, and critical thinking using science and engineering practices are emphasized throughout the course, as well as writing scientific arguments using the claim, evidence, and reasoning model. The class comprises the following units: Engineering Design; Growth, Development and Reproduction of Organisms; Inheritance and Variation of Traits; Evidence of Common Ancestry and Diversity; Changes in Organisms Over Time; Human Impacts on Earth Systems; and Waves and Their Applications in Technologies and Information Transfer. Successful completion of this class will prepare students for the 8th Grade Science State Exam and their high school Regents science courses.

## **Social Studies 8**

Social Studies 8 will focus on economic, social, and political events that have shaped the United States since 1865. Outstanding American individuals, geography, and current events will also be addressed. Students will be expected to read and interpret primary and secondary documents in essay writing and development. Topics covered include Reconstruction, Western Expansion, Industrialization, Imperialism, World War I, the Great Depression, World War II, Cold War Era, Korean War and the Vietnam Era. A development of social studies specific skills and introduction to enduring issues are embedded components of this course.

## **Spanish 8**

(1 credit)

Prerequisite: Successful completion of 7th grade Spanish

In eighth grade Spanish, students will work to improve their interpersonal, presentational, and interpretive communication skills in Spanish. In order to do this, students will continue to learn vocabulary, incorporating what they have already learned into new topics of study such as house and home life, travel, describing others, health and welfare, meal taking, and other topics. Students will listen to and read authentic resources in Spanish and communicate in spoken and written Spanish all at the novice to intermediate-low proficiency levels. Students will also investigate and interact with the products and practices of Hispanic cultures as they



pertain to the topics of study throughout the year long course. At the completion of eighth grade Spanish, students will take a final exam, administered during Regents week in June of the school year. This is a cumulative exam covering the content of both seventh and eighth grade Spanish courses (Checkpoint A). With successful completion of both the eighth grade Spanish course and the final exam, students will earn one (1) high school credit.

## **Technology 8**

Eighth Grade Technology is a yearlong, hands on, problem based curriculum. The class will concentrate on honing student's problem solving skills, teamwork skills, communication skills and attention to details. This will be accomplished by investigating topics such as model rockets, truss bridges, electronic circuits, CO2 dragsters, wind energy, Computer Aided Drawing (CAD) and much more. Students will also learn safe practices of working in a shop with basic tools.

### **Intermediate Level**

## **Physical Education 7<sup>th</sup> and 8<sup>th</sup>**

Each day the students will be graded on the following:

- E. Participation and effort: Student is responsible to actively participate to the best of his/her ability every class period. If a student misses a class, it will need to be made up. Absences and tardiness will detract from grade.
- F. Physical Education attire/changing clothes: Students must be prepared for class every day. Prepared means wearing sneakers and a change of clothes (shorts, t-shirt, sweatpants and or sweatshirt) different than those worn to school that day. The requirement to have students change clothes is to protect your everyday clothes, allow you to maintain good personal hygiene, and to ensure that your clothes do not cause safety issues for you or your classmates.
- G. Physical skills: Students will be evaluated during each unit on his/her individual and/or team skill level.
- H. Knowledge of activity: Students understanding of activities being covered.
- I. Sportsmanship: Students are expected to follow the expectations listed below. Improper language will be subtracted in points from student's grade.

Each class period a student can earn up to 10 points. If unprepared for class, a maximum of 5 points will be given for the day. Teachers may administer written quizzes and tests throughout the year.

## **Music:**

### **Band 7<sup>th</sup> & 8<sup>th</sup>**

The SCS Junior High Band is composed of students in grades 7<sup>th</sup> and 8<sup>th</sup>. The band rehearses every other day during period 9, and students receive weekly 40 minute small-group lessons. Prerequisites for entrance include:

The Junior High Band performs at the following music events during the year:

- Fall Concert (October)
- Winter Concert (December)
- Spring Concert (May)
- Memorial Day Parades (May)

The band members may also participate in:

Special performances/outings each spring, including but not limited to “Trills and Thrills” at The Great Escape and Albany Empire AFL pre-game performances at the TUC in Albany.

- Schoharie All-County (March, every other year)
- NYSSMA Majors Festival for the full JHS Band (May)
- NYSSMA Solo Festival for individuals (May)

Students receive a numerical grade at the end of each quarter based on lesson attendance (40%), concert attendance (35%), written responses (15%) and rehearsal etiquette (10%).

### **Choir 7<sup>th</sup> and 8<sup>th</sup>**

Students will be introduced to a comprehensive repertoire of concert vocal music. Each student is required to attend voice lessons about 4 times a quarter, as well as choir rehearsals scheduled every other day. Rehearsals are intended to be the vehicle in which the student learns to perform pieces as part of a group. At this level, students are learning how to sing in three-part harmony. During rehearsals students will prepare to sing at various concerts and community events. Students will utilize lessons to develop skills such as tone quality, rhythm, range and sight-reading. Through this they may have opportunities to participate in NYSSMA Solo Festival, All-County and other regional Advanced NYSSMA performing groups.

### **General Music (7<sup>th</sup> graders only if student is not in Band or Choir)**

This music course explores the four anchors of the new National Core Arts Standards: performing, creating, responding and connecting through a variety of units which build on previously attained skills and knowledge: Rhythm/Note-reading; Ukulele; Exploring the Elements of Music through Modern Music and Film; Music History: Medieval-Romantic Periods Hip-Hop; The Blues; Musical Jingles/Movie Music Soundation project. This course uses both individual and group work and encourages creation and performance. This course encourages learners to look for music’s role in their everyday lives. This course also incorporates technology whenever possible using different web-based programs to increase their music-related skills on the computer.

## **Health 7<sup>th</sup> and 8<sup>th</sup>**

Students will learn about the four components of health (physical, emotional, mental and social) and how they relate to wellness. Topics include: growth and development, stress management, diet and nutrition, decision making, social and family relationships, substance abuse, safety and disease prevention. Students will examine the factors which influence health choices, including the role of the media, advertising, culture and technology. Emphasis will be placed on discussing and evaluating health information and promoting healthy decision making and lifestyle choices.

### **Co-Curricular Activities 7<sup>th</sup> and 8<sup>th</sup> Grade**

Students are encouraged to expand their educational opportunities by participating in sports and activities offered after school. 7<sup>th</sup> and 8<sup>th</sup> grade students can explore their interests in athletics by becoming involved in:

- Soccer
- Cross Country
- Volleyball
- Bowling
- Basketball
- Softball
- Baseball
- Wrestling
- Track
- Tennis

Individual interest that lay outside the standard curriculum may be satisfied by taking part in the after school activities offered.

- Student Government
- FBLA (Future Business Leaders of America)
- S.A.D.D. Chapter
- Teen Talk
- Future Farmers of America
- Junior National Honor Society (8<sup>th</sup> grade only)

### **4-H After School Program (K through 8<sup>th</sup> grade)**

This program will run daily, following the school calendar, from dismissal to 5:37pm. The staff will offer a wide variety of activities including homework support. The activities are generated by the student's interest. Character development and conflict resolution skill development are also highly emphasized in this program. This program is a valuable link between home, school and the community.