Peekskill Middle School

Peekskill Middle School
Course Catalog and Program Overview

2024-2025

Peekskill City School District

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PEEKSKILL MIDDLE SCHOOL ADMINISTRATION

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Dr. William Toro, Assistant Principal

Ms. Iris Pagan, Assistant Principal

PEEKSKILL MIDDLE SCHOOL LEADERSHIP TEAM

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MISSION STATEMENT

The mission of the Peekskill City School District is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society

PHILOSOPHY OF PEEKSKILL CITY SCHOOL DISTRICT

It is the philosophy of the Peekskill City School District that all students are encouraged to consider the most rigorous selection of courses. The PCSD administration, subject area supervisors, and school counselors oversee the course selection. In the event your child is not placed in the level, of course, he/she considered, please contact the appropriate supervisor for an appointment.

Our slogan for the year is "Every Child, Every Chance, Every Day". It is our goal to do all in our power to ensure that all children achieve at their highest levels. This goal must be more than just a phrase. It must be a clear path of action that is planned, published and implemented.

The New York State Education Department has determined that all children in the state of New York can do better. Based on this determination, our benchmarks have been raised significantly. Children that were acknowledged a year ago for high achievement are now being told that their achievement is no longer good enough. Our schools are expected to meet even more rigorous expectations than those that we have reached in the past. We do not shirk from this responsibility, though daunting, we welcome it because the result will be children who are more prepared to become productive citizens in a community of promise.

OUR MISSION

Our Mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

WE BELIEVE THAT:

- all people can learn, contribute and have value
- embracing and understanding cultural diversity is imperative to strengthening and enriching a school community
- when a school community provides a respectful, safe, supportive, resource-rich environment, people thrive and meet their goals
- a school district excels when strong partnerships exist among families, schools and the community
- educating the whole child will develop life-long learners who are compassionate, confident, critical thinkers

- a school district is responsible for aligning and carrying out the conditions for learning, leadership and commitment

PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, parent, teacher, state requirements and school counselor. The Peekskill Middle School Counselors' role in programming is to assist students in proper planning and course selection.

School Counselors help to:

1. Establish realistic goals.
2. Interpret the course offerings in each of the subject areas.
3. Explain prerequisites and grade promotion requirements.
4. Assist students and parents in making elective choices.

Procedures include:

1. Dissemination of program planning information to students and parents through classroom presentations and evening programs.
2. Submission by teachers of recommendations for student course placement.
3. Using the guidelines for fulfilling grade promotion requirements in addition to teacher recommendations and the student's goals for entering high school, the student and school counselor develop an appropriate academic program.
4. Finalized student schedules are mailed home in August.

School Counselor Contacts

Jose Fernandez	8th Grade School Counselor	jfernandez@peekskillschools.org
Jackie Kilanowski	7th Grade School Counselor	jkilanowski@peekskillschools.org
Paul Coster	6th Grade School Counselor	pcoster@peekskillschools.org

PROGRAM REQUIREMENTS FOR MIDDLE GRADE 6-8

Grade 6

All students shall receive instruction that is designed to facilitate their attainment of the State intermediate learning standards in the seven general curriculum areas: mathematics, including arithmetic, science, and technology; English language arts, including reading writing, listening, and speaking; social studies, including geography and United States history; Languages other than English: the arts, including visual arts, music, dance, and theater; career development and occupational studies; where student need is established, bilingual education and/or English as a second language; health education, physical education and family and consumer sciences with health education pursuant to section 135.3(b) of Commissioner's Regulations and physical education pursuant to section 134.4(c)(2)(i) of Commissioner's Regulations.

Grades 7 and 8:

All students shall be provided instruction designed to enable them to achieve, by the end of grade eight, State intermediate learning standards through:

- English language arts, two units of study;
- Social studies, two units of study;
- Science, two units of study;
- Mathematics, two units of study;
- Career and Technical Education, one and three-quarters unit;
- Physical education (basically, every other day);
- Health education, one-half unit of study as required by section 135.3(c) of Commissioner's Regulations;
- The arts, including one-half unit of study in the visual arts, and one-half unit of study in music;
- Library and information skills, the equivalent of one period per week in grade seven and eight;
- Languages other than English pursuant to section 100.2(d) of Commissioner's Regulations;
- Career development and occupational studies.

ACCELERATED/HONORS PROGRAM

The goals of the Honors Program offered at Peekskill Middle School are to:
Provide students with rigorous, challenging coursework that will prepare them for advanced courses and a Regents Diploma with Advanced Designation in High School. Provide increased opportunities and preparation for students to receive high school credit while in

middle school.

These programs will focus on continuing the accelerated strand for Math and Science and Foreign Language.

SPECIAL EDUCATION

Peekskill Middle School provides a spectrum of programs and services to meet the needs of students with Individualized Education Plans (IEP). Students with IEPs are placed in classes based on the recommendations of the Committee on Special Education. It is through the Committee on Special Education (CSE) that specific programs are recommended. Special Education teachers provide differentiated instruction based on student's strengths, challenges and individual learning styles.

All courses listed in this book are available to students who are classified by the District's Committee on Special Education (CSE). The focus of the department is both remedial and academic. The courses are structured to meet the individual styles and needs of the students.

INTEGRATED CO-TEACHING PROGRAM (ICT) GRADES 6-8:

The Integrated Co-Teaching Program is a support service provided for students with disabilities within heterogeneous classrooms. The Special Education teacher and General Education teacher plan lessons, collaborate and deliver lessons that are geared to meeting the needs and learning styles of all students.

SPECIAL CLASS GRADES 6-8:

The Special Classes are self-contained special education settings that provide more support for students with severe reading, writing and/or mathematics deficits in a small class size setting. The classes will follow the same NYS Next Generation Learning Standards and School Curriculum as the general education classes. The focus will be on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students. The goals recommended by a student's Individual Education Plan (IEP) will also be met through these small classes.

RISE PROGRAM GRADES 6-8:

The RISE program is a self-contained special education setting whose primary function is to help students develop the skills necessary to function independently in a working/living environment. The curriculum concentrates upon the management of practical everyday activities. Field trips, community involvement, and developing skills to begin work experiences are all an integral part of the program.

STUDY SKILLS (For Students in Integrated Co-Teaching Classes and Special Class)

Study Skills is a class designed to help students improve learning effectiveness and motivation. This course covers strategies and techniques that lead to learning skills that help students be successful in their classes. The curriculum emphasizes time management, organizational skills, note taking, test prep and test taking strategies; textbook reading and goal planning. Students will learn how to apply these skills to their academic classes. In addition, students will work in small groups or one-to-one with their Special Education Teachers to learn how to advocate for Individualized Education Plan (IEP) accommodations and work towards achieving their IEP goals.

RELATED SERVICES

Related services are also available and include but are not limited to Speech and Language Therapy, Occupational Therapy, Physical Therapy, Psychological Services and Counseling Services. The CSE determines the need for services, the frequency and setting for the delivery of services based on the individual student's levels of functioning and needs.

ENGLISH AS A NEW LANGUAGE

At Peekskill Middle School, English as a New Language (ENL) supports the acquisition of the English language through content-based instruction. English Language Learners receive instruction using ENL methodologies such as explicit teaching of vocabulary, background building, the use of visuals, sentence frames and other ENL scaffolds. When necessary students' native language is used strategically to access grade level content. Based on students' language proficiency the students receive one or two units of ENL. All students receive one unit of ENL provided in a co taught model. Students at the **Entering and Emerging** levels of language proficiency receive an additional unit of ENL in a stand alone model. The students'

language proficiency is annually measured using the New York State English as a Second Language Achievement Test (NYSESLAT).

1. Entering
2. Emerging
3. Transitioning
4. Expanding
5. Commanding

Bell Schedules

Regular Bell Schedule

Period	Time
0 & Breakfast	7:40 - 8:06
1	8:10 - 8:52
2	8:55 - 9:35
3	9:38 - 10:18
4	10:21 - 11:01
5	11:04 - 11:44
6	11:47 - 12:27
7	12:30 - 1:10
8	1:13 - 1:53
9	1:56 - 2:36
Check and Connect	2:36 - 3:00

2 Hour Delay

Period	Time
0 & Breakfast	9:40 - 10:06
1	10:10 - 10:41
2	10:44 - 11:13
3	11:16 - 11:45
4	11:48 - 12:17
5	12:20 - 12:49
6	12:52 - 1:21
7	1:24 - 1:53
8	1:56 - 2:25
9	2:28 - 3:00

3 Hour Delay

Period	Time
0 & Breakfast	10:40 - 11:06
3	11:10 - 11:42
4	11:45 - 12:15
5	12:18 - 12:48
6	12:51 - 1:21
7	1:24 - 1:54
8	1:57 - 2:27
9	2:30 - 3:00

Student Schedules

Student Potential Schedule Grade 6

Core Classes	Possible Encore (Elective) Courses
English Language Arts 6	Math AIS
Social Studies 6	ELA AIS
Writing 6	STEM 6
Spanish 6 (1/2 Year) or Spanish 6 Accelerated(Full Year)	Band 6
Mathematics 6 or Mathematics 6 Accelerated	Orchestra 6
Science 6 or Science 6 Accelerated	Chorus 6
STEAM - Project Based Learning	Technology 6
ENL - Based on NYSESLAT and/or NYSITELL Scores	Studio Art 6
	Physical Education (All Students Will Scheduled)
	Music Technology 7
	Skills (Only Students with IEP)
	Computer Science 6
	Library Science 6

Student Potential Schedule Grade 7

Core Classes	Possible Encore (Elective) Courses
English Language Arts 7	Math AIS
Social Studies 7	ELA AIS
Mathematics 6 or Mathematics 6 Accelerated	STEM 7
Science 7 or Science 7 Accelerated	Band 7
ENL - Based on NYSESLAT and/or NYSITELL Scores	Orchestra 7
Health 7	Chorus 7
Theater 7	Technology 7
Spanish 7	Studio Art 7
	Studio Art 7 Honors
	Physical Education (All Students Will Scheduled)
	Music Technology 7
	Study Skills (Only Students with IEP)
	Computer Science 7
	Aquatics 7
	Adventure Education
	Sculpture 7
	Sculpture 7 Accelerated
	Library Science 7

Student Potential Schedule Grade 8

Core Classes	Possible Encore (Elective) Courses
English Language Arts 8	Math AIS
Social Studies 8	ELA AIS
Mathematics 8 or Algebra 1 (HS Credit)	STEM 8
Science 8 or Earth Science (HS Credit)	Band 8
ENL - Based on NYSESLAT and/or NYSITELL Scores	Orchestra 8
Spanish 8 (HS Credit with Checkpoint A Exam or Checkpoint B Exam who are in Accelerated)	Chorus 8
	Technology 8
	Technology 8 Accelerated
	Studio Art 8
	Studio Art 8 Honors (HS Credit)
	Physical Education (All Students Will Scheduled)
	Music Technology 8
	Study Skills (Only Students with IEP)
	Computer Science 8
	Aquatics 8
	Sculpture 8
	Sculpture 8 Accelerated
	Math Enrichment 8
	ELA Enrichment 8
	Library Science 8

COURSE DESCRIPTIONS

MATHEMATICS

MATH 6 - This course covers the 6th Grade New York Next Generation Standards. In Grade 6, instructional time will focus on four critical 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; and (4) developing an understanding of statistical thinking. Successful completion of this course leads to Honors Math 7.

MATH 7 - This course covers the 7th Grade New York Next Generation Standards. In Grade 7, instructional time will focus on four critical areas: (1) developing an understanding of and applying proportional relationships; (2) developing an understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, working with two- and three-dimensional shapes to solve problems involving area, surface area, volume; and (4) drawing inferences about populations based on samples.

MATH 8 - This course covers the 8th Grade New York Next Generation Standards. In Grade 8, instructional time will focus on four critical areas: 1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

MATH 6 Accelerated - This course encompasses all of the 6th Grade Next Generation Standards in addition to the first half of the 7th Grade Next Generation Standards. Students will build on the foundational skills of ratios and proportional relationships, the number system, expressions and equations, geometry, and statistics and probability, as outlined in the 7th Grade state standards. The coursework and topics covered are for those students who are advanced in math by at least a full year.

MATH 7 Accelerated - The Math 7 Accelerated curriculum allows students to progress through Math 7 and Math 8 New York State Common Core Standards at an accelerated pace. Students develop skills and enduring understanding as they explore concepts individually, in small groups, and as a whole class. In order to meet the rigorous demands of the Math 7 Honors curriculum, students are scheduled for an additional period of mathematics instruction every other day. Upon successful completion of Math 7 Honors, students will advance to Algebra I in eighth grade.

ALGEBRA I- Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in all future higher-level mathematics courses. The fundamental purpose is to formalize and extend the mathematics that students learned in Honors Math 6 and Honors Math 7. Because it is built on the middle grades standards, this is a more advanced version of Algebra I than previously offered. Students will transition from concrete to abstract thought, as they develop many skills such as problem solving and critical thinking. The concept of function is emphasized throughout the course. In addition to their regularly scheduled class period, students meet an additional period every other day to deepen their understanding of the topics learned in class. This course prepares students to be successful on the New York State Common Core Algebra 1 Regents Exam. Upon completion, students will earn 1 High School credit in math.

MATH AIS 6 - AIS include two components: • additional instruction that supplements the general Math 6 curriculum (regular classroom instruction); and/or • student support services needed to address barriers to improved academic performance. The class meets for 1 class period every other day.

Identification for participation in Mathematics AIS: ● Level 1 or 2 on New York State Exam ● Teacher recommendation ● Class performance ● Individually administered diagnostic test

MATH AIS 7 - AIS include two components: • additional instruction that supplements the general Math 7 curriculum (regular classroom instruction); and/or • student support services needed to address barriers to improved academic performance. The class meets for 1 class period every other day.

Identification for participation in Mathematics AIS: ● Level 1 or 2 on New York State Exam ● Teacher recommendation ● Class performance ● Individually administered diagnostic test

MATH AIS 8 - AIS includes two components: • additional instruction that supplements the general Math 8 curriculum (regular classroom instruction); and/or • student support services needed to address barriers to improved academic performance. The class meets for 1 class

period every other day.

Identification for participation in Mathematics AIS: ● Level 1 or 2 on New York State Exam ● Teacher recommendation ● Class performance ● Individually administered diagnostic test

MATH Enrichment 8 - The Math 8 Enrichment course is designed to deepen students' understanding of key mathematical concepts through engaging, project-based learning that aligns with 8th-grade NYS math standards and introduces foundational topics from the NYS Algebra 1 curriculum. Students will tackle real-world challenges, applying their knowledge of linear equations, functions, geometry, and statistics in hands-on projects that emphasize critical thinking and problem-solving. This course not only reinforces current math skills but also prepares students for the transition to high school algebra, fostering a deeper appreciation for the relevance of math in everyday life and future studies.

SCIENCE

SCIENCE 6 - Life Science encompasses all standards and practices that relate to living systems. Students' understanding begins with the exploration of the differences between living and non-living things. Learning is then extended to the discovery of the basic unit of life, the differences between varying microorganisms, and eventually to the exploration of multiple biospheres. Students are exposed to the life processes of living things as they learn to develop an appreciation for diversity and sustainability. Students will begin to understand the dependencies that are inherent in all of life as they explore the classification of organisms, human organs, body systems, reproduction and heredity. As with all science curriculum, this course will increase a student's understanding and appreciation of scientific inquiry, as well. Students will create, participate in, and identify components of the scientific inquiry process while they learn to critically assess for validity and reliability in testing.

SCIENCE 7 - Students will explore a variety of physical phenomena and methods used to acquire scientific knowledge. We will focus on the Skills of a Scientist and Physical Science, which consists of both Physics and Chemistry concepts. Specific topics considered for study include science skills, the structure of matter, states and properties of matter, chemical interactions, energy, motion and machines. The course relies heavily upon inquiry-based lab investigations, collaborative work, as well as mathematical problem solving in Science.

SCIENCE 8 - Students will study the Earth and its position in the Universe while taking a closer look at the different topics of Earth Science including Geology, Meteorology, Oceanography,

and Astronomy. This course prepares students to be successful on the New York State Intermediate Level Science Exam by also reviewing content from 6th and 7th grade science.

SCIENCE 6 HONORS - In addition to the general life science course, this program introduces Life Science to students and presents it in an accelerated fashion to build stamina around utilizing the Next Generation Science Standards concepts. Students will develop the ability to conduct analysis and develop an understanding of biology through project based learning. Students will strengthen their ability to identify patterns, use systems, create models, document information relating to cells, organisms and ecosystems. Accelerated Science will challenge a student to work in a group setting to discover how life is diverse, adaptable, and sustainable.

SCIENCE 7 HONORS - The 7th grade Honors Science curriculum provides students with the content and skills to navigate through the introductory topics of the Earth Science Reference Table as a supplement to the standard Physical Science course. Students explore topics through the Three Dimensional Learning Lens of the Next Generation Science Standards at an accelerated pace by participating in hands-on lab activities and inquiry-based experiments, as well as through individual learning experiences. Successful completion of the 7th grade Honors course leads students to 8th grade Honors Earth Science, in which they can qualify to sit for the Earth Science Regents Examination.

Topics include:

1. Exploring phenomena and experiments through science inquiry
2. Creating an understanding of the states of matter and their chemical and physical interactions
3. Discovering Newton's laws of motion and observing their effects on the interaction of forces
4. Developing an understanding of the various forms of energy and how they impact the living and nonliving
5. Applying concepts of waves to technology in society
6. Reading, acquiring, and practicing the skills and concepts displayed in the various pages of the Earth Science Reference Table

Students will also strengthen their skills in the following areas:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models

3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematical and computational thinking
6. Constructing explanations (for science) and designing solutions (for engineering)
7. Obtaining, evaluating, and communicating information

EARTH SCIENCE - Students enrolled in Regents Earth Science study the Earth and its position in the Universe while taking a closer look at the different topics of Earth Science including Geology, Meteorology, Oceanography, and Astronomy. In addition to their regularly scheduled class period, students meet an additional period every other day in order to engage in hands-on lab activities that deepen their understanding of the topics learned in class.

This course prepares students to be successful on the New York State Earth Science Regents Exam as well as the Intermediate Level Science Exam. It is our hope that the study of Earth Science makes our students more aware of the world in which they live.

SOCIAL STUDIES

SOCIAL STUDIES 6 - Is a one-year course that begins with basic geography skills. It continues with the study of the beginnings of human society, emphasizing how civilizations developed. Students explore ancient civilizations in the Fertile Crescent, Egypt, and China. From the rich soil of the Fertile Crescent to the geographical protection of the Himalayas, students will learn about the interrelationship between geography and history.
SOCIAL STUDIES 7 - Is the first half of a two year sequence of study. Units of study include a reinforcement of Geography, The First Americans, The Age of Exploration, Colonial life, American Revolution, The Constitution and The Civil War. The history of New York State and current events are also included where appropriate. Students will develop an understanding of these units through a variety of lenses, including non-fiction texts, websites, interactive resources and primary/secondary sources. Literacy skills/strategies and inquiry-based learning are also incorporated to promote "thinking like a historian" and to prepare all students for continuing study on to grade 8 and beyond.
SOCIAL STUDIES 8 - Is the second half of a two year sequence, and continues the chronological study of history and skill development started in grade 7. Units of study include Reconstruction, The Industrial Age, Urbanization, Immigration, The Progressive Era, World War 1, The Roaring 20's, Great Depression and New Deal, World War 2, The Cold War Era, Civil Rights Era, and Vietnam Era leading up to the role of the United States in the current world. The history of New York State and current events are also included where appropriate. Literacy skills/strategies and inquiry-based learning are incorporated to promote and facilitate "thinking like a historian" and to prepare all students for continuing study on the high school level and beyond.

FOREIGN LANGUAGE

SPANISH 1

Spanish 1 is the second part of a two year course that continues where Spanish 7 left off. Emphasis is placed on developing comprehension of everyday situations by mastering simple vocabulary while introducing Spanish grammar. The customs, attitudes, and beliefs of Spanish-speaking countries are taught and discussed throughout the course. Topics include family, home, shopping, and travel. Successful completion of the culminating test and class grade will allow students to earn one high school credit in Spanish/ LOTE.

SPANISH 2

Spanish 2 continues from the entry-level curriculum taught in Spanish 1. Verb tenses besides the present tense are introduced (preterit, imperfect and present progressive). Vocabulary is increased through topics on school, extracurricular activities, daily routine, shopping, community, giving directions & childhood. Successful completion of the course will result in one high school credit in Spanish/ LOTE.

SPANISH 6 Accelerated

The first part of a two year course, Spanish 6 and Spanish 7A together are the high school equivalent of Spanish 1. Emphasis is placed on developing comprehension of everyday situations by mastering simple vocabulary while introducing Spanish grammar. The customs, attitudes, and beliefs of Spanish-speaking countries are taught and discussed throughout the course. Topics include personal information, likes and dislikes, school and leisure activities.

SPANISH 7

The first part of a two year course, Spanish 7 and Spanish 8 together are the high school equivalent of Spanish 1. Emphasis is placed on developing comprehension of everyday situations by mastering simple vocabulary while introducing Spanish grammar. The customs, attitudes, and beliefs of Spanish-speaking countries are taught and discussed throughout the course. Topics include personal information, likes and dislikes, school and leisure activities.

STEAM

The STEAM acronym stands for Science, Technology, Engineering, Arts, and Mathematics. These academic disciplines rely heavily on one another in the academic and professional world. In this blended course, students will be engaged in a hands-on learning environment through project based learning. STEAM units are typically based around finding solutions to real-world problems. All students who take this course will be able to:

- Focus on and think critically to solve real-world problems
- Work cooperatively with their peers in productive teamwork
- Use the Engineering Design Process
- Apply Science and Math concepts in their work
- Use hands-on inquiry and open-ended exploration to solve problems

STEM 6

Digital Citizenship – Digital Citizenship consists of a range of topics including online safety, online privacy, security, literacy, screen time, and more. In this unit, students explore a range of simulated activities and understand what it means to be a proper digital citizen.

Getting to Know Technology – In this technology research unit, students will learn how to properly conduct Internet research, cite their sources, and determine whether websites are credible or not. Throughout the process, students will learn about the families of technology, needs versus wants, technology's role in society, and the role that math and science play in developing new technological products.

Coding – Using Code.org as a resource, students will learn the fundamentals of block-based coding including basic commands, loops, sequencing, variables, functions, and conditional statements. Students will be able to create their own personalized program as the unit project.

Engineering Principles – In this hands-on learning unit, students will learn about several different types of Engineers and their practices. Students will understand that Engineers are real-world problem solvers that work together to accomplish tasks. Students will act as Engineers as they build and test several different structures while working under various constraints.

Engineering & Robotics – As students continue learning about Engineers and the Engineering Design Process, students will use those skills to create a chariot that will be used with Sphero robotics. Students will learn to program the Sphero robot to act as the driver of their constructed chariot.

STEAM Careers – Students will take a personality assessment to gauge their interest in several STEAM career fields. Once complete, students will continue using their research skills to develop a brochure for a STEAM career of their choosing.

STEM 7

Digital Citizenship - Digital Citizenship consists of a range of topics including online safety, online privacy, security, literacy, screen time, and more. In this unit, students explore a range of simulated activities and understand what it means to be a proper digital citizen.

Coding & Game Design – In this unit from Code.org, students will use coding and computer science to develop their own video games. Throughout the process, students will be introduced to math concepts that are used in computer science such as the coordinate plane, functions, domain, range, and more.

The Engineering Design Process – In this hands-on learning unit, students will learn about several different types of Engineers and their practices. Students will understand that Engineers are real-world problem solvers that work together to accomplish tasks. Students will act as Engineers as they build and test several different structures while working under various constraints.

Sphero Robotics - Using Sphero robots, students will use a paired device to program their Sphero through block-based coding. Students who prefer a challenge can also use Python text-based coding with their Sphero. Students will use various computer science concepts and knowledge of angles while programming their Sphero robot.

Lego Robotics – Students will be able to construct, test, and program the Lego NXT robot to complete various STEAM-related tasks. Students will be introduced to the LEGO Mindstorms programming platform and use the 5 sensors attached to their Lego robot to complete various tasks.

Maglev – In this alternative energy unit, students will learn about and construct a model Maglev car. Students will perform an experiment with the strength of magnets before constructing and testing their Maglev car.

Introduction to 3D Design – In this unit, students will be introduced to CAD (Computer-Aided Design) and 3D Design principles. Students will be able to use these concepts to create 3D prints of various objects.

STEM 8

Digital Citizenship - Digital Citizenship consists of a range of topics including online safety, online privacy, security, literacy, screen time, and more. In this unit, students explore a range of simulated activities and understand what it means to be a proper digital citizen.

Coding & App Design – In this Computer Science unit, students will use Code.org to build on the fundamentals of coding. Students will use simple commands, functions, parameters, and variables to create their own app usable from any device.

3D Design & 3D Printing – Students will use CAD software and 3D design principles to create various 3D objects. In the process, students will learn about the process of 3D printing, the parts of the printer, and how it can be applied and used in real-world scenarios.

The Engineering Design Process Continued - In this hands-on learning unit, students will learn about several different types of Engineers and their practices. Students will understand that Engineers are real-world problem solvers that work together to accomplish tasks. Students will act as Engineers as they build and test several different structures while working under various constraints.

Web Design – In this web-based unit, students will be able to create their own website using various methods and platforms. Websites that students create will use proper web design fundamentals such as ease of use, visibility, accessibility controls, and audience.

TECHNOLOGY 6

Technology 6, 7, and 8 are courses designed to introduce a variety of tools and techniques which students can use to prepare for a career or introduce them to a field study they can pursue in college or trade school. An emphasis is placed on developing high-level thinking skills and creating knowledge and skills that will be used in everyday lives inside and outside of the educational setting. Students will develop an understanding of how science, math, and engineering are utilized to develop new products, processes, and technologies to solve problems and meet human needs. Students will utilize the design process to develop solutions to real world problems. Using project-based instruction students will apply STEAM applications in the completion of several technology projects.

Technology 6 Units of Study:

- Developing and improving typing skills - Typing.com
- Google Apps - Docs, Slides, and Earth
- Movie Maker - WeVideo.com
- Introduction to Coding - codemonkey.com, Tynker.com, Microsoft Makecode Arcade and SCRATCH
- Computer Hardware

- Creative Cardboard Instructables - Marble Maze box
- Digital Citizenship - Internet Safety and Ethics

TECHNOLOGY 7

Technology 6, 7, and 8 are courses designed to introduce a variety of tools and techniques which students can use to prepare for a career or introduce them to a field study they can pursue in college or trade school. An emphasis is placed on developing high-level thinking skills and creating knowledge and skills that will be used in everyday lives inside and outside of the educational setting. Students will develop an understanding of how science, math, and engineering are utilized to develop new products, processes, and technologies to solve problems and meet human needs. Students will utilize the design process to develop solutions to real world problems. Using project-based instruction students will apply STEAM applications in the completion of several technology projects.

Technology 7 Units of Study:

- Flight - Water Rockets
- Introduction to Computer-Aided Design - FloorPlanner
- Intro to 3D Printing - TinkerCAD
- Video Game Design - Gamestar Mechanic
- 2D Animation - Pivot Animator
- Introduction to Robotics - Lego NXT
- Creative Cardboard Instructables - Marble Run
- Digital Citizenship - Internet Safety and Ethics

TECHNOLOGY 8

Technology 6, 7, and 8 are courses designed to introduce a variety of tools and techniques which students can use to prepare for a career or introduce them to a field study they can pursue in college or trade school. An emphasis is placed on developing high-level thinking skills and creating knowledge and skills that will be used in everyday lives inside and outside of the educational setting. Students will develop an understanding of how science, math, and engineering are utilized to develop new products, processes, and technologies to solve problems and meet human needs. Students will utilize the design process to develop solutions to real world problems. Using project-based instruction students will apply STEAM applications in the completion of several technology projects.

Technology 8 Units of Study:

- Introduction to Computer Science

- PencilCode.net (Text Coding)
- Tynker.com (Block Coding)
- CodeCombat (Python)

- Video Game Design - Gamefroot.com
- Engineering - Balsa Bridge / Tower Design
- Programming - Amazon Cyber Robotics Challenge
- Computer Aided Design - SketchUp for Schools
- Career / College Research
- Creative Cardboard Manufacturing - Cardboard Jordan 1's
- Digital Citizenship - Digital Footprint and Cyberbullying

TECHNOLOGY 8 HONORS

8th Grade Accelerated Technology students participate in hands-on, meaningful, and engaging curriculum experiences that are challenging, integrative, and exploratory. Students apply skills and concepts needed to find, evaluate, and use information through technology, problem-solving, communicating, collaborating, creativity, and analytical thinking. This class follows a higher learner curriculum to the general Technology 8 Class with several modifications along with more advanced units.

Units of Study:

- **Robotics** – Students will design, construct and program several projects using Lego Mindstorms NXT
- **Balsa Bridge Design** – Students will design and construct a Truss Bridge and test the Strength Efficiency using Balsa wood.
- **Engineering Encounters Bridge Design Contest** – Is an Internet-based competition that provides middle school and high school students with a realistic, engaging introduction to engineering.
- **Gamestar Mechanic** - Is a game-based digital learning platform geared at 4th to 9th grade students that are designed to teach the guiding principles of game design and systems thinking in a highly engaging and creative environment.
- **Sketchup** - is a 3D modeling computer program for applications such as architectural, interior design, civil and mechanical engineering, film, and video game design.
- **SweetHome3D** - Sweet Home 3D is a free architectural design software application that helps users create a 2D plan of a house, with a 3D preview, and decorate exterior and interior view including the ability to place furniture and home appliances. In Sweet Home 3D, furniture can be imported and arranged to create a virtual environment. It can also be used for designing blueprints of houses.
- **Paint.NET** – Is free image and photo editing software. It features an intuitive and innovative user interface with support for layers, unlimited undo, special effects, and a wide variety of useful and powerful tools.

STEAM 6 Project-Based Learning

Project-Based Learning is a student-centered STEAM course dedicated solely to hands-on learning. In this 6th grade course, students will learn collaboratively and focus on 21st century skills that will prepare them for their future. Students will use higher-level thinking skills, learn to work as a team, and learn to become the problem solvers of tomorrow. In addition to gaining these valuable skills, students will also learn essential skills such as measurement and the engineering design process. Course units include the engineering design process, simple machines, measurement, design thinking and modeling, and various engineering units.

Introduction to Computers & Computer Science

Introduction to computers and computer science is a course that prepares students with essential computer skills to assist in their daily lives and help prepare them for their future. Beginning with essential computer skills such as becoming Google Suite and Microsoft Office experts, students quickly turn their attention to computer science. Students will learn a combination of block-based coding, JavaScript, and Python. Course units in computer science include Digital Citizenship, Computing, Programming, the Internet, and creating art with code. In a world that is technologically evolving by the day, students in this course are given the tools to keep with the times and prepare them for the road ahead.

ART

STUDIO ART 6th grade - Course Description: Students explore media and techniques used to create a variety of 2-D artworks in drawing, painting, printmaking, and collage. Students practice, sketch, and manipulate the structural elements of art. This course incorporates hands-on activities and consumption of art materials.
STUDIO ART 7th grade - Course Description: Students refine techniques used to create a variety of two-dimensional (2-D) artworks in drawing, painting, printmaking, and collage. Investigation of artworks from different cultures helps students to expand their understanding and appreciation of the role of art in global culture. This course incorporates hands-on activities and the consumption of art materials.
STUDIO ART 8th grade - Course Description: Students extend to advanced level techniques used to create a variety of 2-D artworks through developing skills in drawing, painting, printmaking, and collage. Students manipulate the structural elements of art to promote creative risk-taking in 2-D artwork. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
STUDIO ART 7th grade Honors - Course Description: Students are introduced to the rigor and routine of the art production process including planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2D and 3D media, skills, and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to drawing, painting, printmaking, collage, and mixed media. Students develop technical skills, foster their expressive abilities, and use the elements of art throughout the project process.
STUDIO ART 8th grade Honors - Course Description: Students investigate contemporary and historical art themes using 2D and 3D media, skills, and techniques while engaging in the art production process within a studio art environment. Projects may include but are not limited to drawing, painting, printmaking, collage, and mixed media. Students create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work.

CERAMICS 6 - In this half-year course, students will be introduced to the history of ceramics as well as a variety of art techniques and movements. Students will explore introductory ceramic hand building methods including, pinch, coil, and slab building. They will also develop an understanding of the entire system of working with clay from its initial form through the building, drying, firing, and glazing process. The student will learn to use the art elements and apply art principles to all ceramic work. They will gain knowledge of a variety of art movements as well as the historical use of ceramics as an art form in the production of decorative and functional pottery. The ceramics room is a comfortable, safe environment where students are encouraged to use their imagination and discover their own individuality and creativity.

CERAMICS 7 - In this half-year course, students will be exploring ceramic hand building techniques as they build on their knowledge from a basic vessel to a more complex form. Students will learn about venting hollowed forms as they create double pinch pots, they will make structured slab vessels as well as relief sculptures. They will also develop an understanding of the tools in addition to the building, drying, firing, and glazing process. Students will learn new skills through problem solving and exploration of materials.

CERAMICS 7 HONORS - In this full-year course, students will continue expanding their ceramic hand building skills by building on their previously learned skills from 6th grade. Students will be learning about functional art, graffiti technique, hollowing forms, relief sculptures, slab construction as well as complex coil construction.

CERAMICS 8 HONORS - In this full-year course, students that completed the 7th grade honors ceramics course will move on to the 8th grade honors level where they will continue exploring hand building techniques. During this course, students will explore projects that involve advanced slab, coil, pinch, and hand sculpting construction including cartoon modeling. In addition, students will be introduced to a variety of art movements. After the completion of the 7th and 8th grade honors ceramics course, students will receive a high school art credit.

SCULPTING 8 - In this half-year course, students will be engaged in designing and constructing sculpture projects using a variety of materials and techniques. The curriculum will introduce students to sculpture as a universal art form, challenging all of the senses in both its creation and its appreciation. The students will be working in a three-dimensional form which will allow for new understanding, growth in communication, and problem-solving skills. Students will be introduced to techniques such as carving, modeling, paper manipulation, and construction techniques using plaster, wire, found objects, fabric, paper mache, and cardboard. Students will explore three-dimensional design while developing an appreciation for both functional and

sculptural forms.

THEATER 7 - Students will explore aspects of the dramatic arts, including Theater games and team-based challenges, acting and directing techniques, voice and diction, improvisation, playwriting, stage vocabulary, stage design, scene study, and dramatic literature. Live theater productions and films will also be shown to broaden the theatrical spectrum. Graded as Pass/Fail.

MUSIC TECHNOLOGY 6 - The Music Technology curriculum is designed to develop content knowledge and skills in the following areas: Piano/Keyboard lessons; Composing multi-track recordings and experimenting with sound and effects using the latest computer software.

MUSIC TECHNOLOGY 7 - The Music Technology curriculum is designed to develop content knowledge and skills in the following areas: Piano/Keyboard lessons; Composing multi-track recordings and experimenting with sound and effects using the latest computer software; Research of Music History with technology; Use thinking skills in music (classify, decide, compare, analyze, predict, generalize, and evaluate).

MUSIC TECHNOLOGY 8 - The Music Technology curriculum is designed to develop content knowledge and skills in the following areas: Piano/Keyboard lessons; Composing multi-track recordings and experimenting with sound and effects using the latest computer software; Research of Music History with technology; Use thinking skills in music (classify, decide, compare, analyze, predict, generalize, and evaluate); Use the quality process in creating and performing music (plan, draft, analyze, revise, and evaluate).

ENGLISH LANGUAGE ARTS

ELA6: This 6th grade English Language Arts class is literature based to meet Next Generation Standards. Some of the authors students will be reading include Sandra Cisneros, Manuela Williams Crosno, Christopher Paul Curtis, Carol Matas, Rick Riordan, and Gordon Korman. In addition to reading great works of literature, we will also analyze poetry, fictional, informational, and expository texts. Students will respond to all the literature read, through, conversation, writing/reading responses, projects, quizzes, and exams. Students will also be expected to read independently to complete monthly projects.

ELA7: This 7th Grade English Language Arts class is literature- and writing-based to meet the NextGen Standards. Some of the famous literary authors we will read include Linda Sue Park, S. E. Hinton, Meg Medina, Kwame Alexander, and Alexandra Diaz. In addition to reading great works of literature, we will also analyze and write poetry, informational text, etc. Students will respond to the literature we read through conversation, writing, projects, oral presentations, quizzes, and exams. Students will be expected to read independently and complete writing assignments using Google Classroom and other means.

ELA8: This 8th Grade English Language Arts class is literature and writing based. Some of the famous literary authors we will read include Thanhha Lai, Harper Lee, Michael Pollan, and Shelley Tougas. In addition, we will read, analyze and discuss great works of literature such as poetry, informational text, personal memoirs and novels. Students will respond to our reading through conversation, writing (short and extended responses), projects, oral presentations and exams. Students will also be expected to read independently and respond as directed.

ELA 8 Honors: The 8th Grade Honors English course follows the 8th grade ELA curriculum. However, it is designed to provide challenging opportunities for students who demonstrate strength in the area of English Language Arts. Students in this course will examine additional works of fiction and nonfiction, provide deeper interpretations of these works, and produce more frequent writing in response to their reading. This program of study is designed to meet the intellectual and creative needs of high academic achieving students in the area of English Language Arts. The goal of the program is to produce self-directed, life-long learners. Enrollment in 8th Grade Honors English will prepare students for the demands of the high school Honors courses.

Core-X Reading 6 - Is designed to be a support for all reading skills. Using smaller class sizes, to continue to improve reading skills through the use of strategies, critical thinking and application of skills and strategies. Instruction is being driven by the use of the F&P results. Instruction is data driven, responsive and proactive in addressing the student's strengths and weaknesses. We also use this time as a refresher or a reteach where concepts from ELA have not been mastered.

Core-X Reading 7 - Is designed to be a support for all reading skills. Using smaller class sizes, to continue to improve reading skills through the use of strategies, critical thinking and application of skills and strategies. Instruction is being driven with the use of the SRI results. Instruction is data driven, responsive and proactive in addressing the student's strengths and weaknesses. We also use this time as a refresher or a reteach where concepts from ELA have not been mastered.

Core-X Reading 8 - Is designed to be a support for all reading skills. Using smaller class sizes, to continue to improve reading skills through the use of strategies, critical thinking and application of skills and strategies. Instruction is being driven with the use of the SRI results. Instruction is data driven, responsive and proactive in addressing the student's strengths and weaknesses. We also use this time as a refresher or a reteach where concepts from ELA have not been mastered.

Writing Grade 6 -The Writing Grade 6 Course is writing based to meet the Common Core Standards. The course will focus on the five styles of writing, which would include Narrative Writing, Descriptive Writing, Persuasive Writing, Expository Writing, and Creative Writing. In addition to longer works, students will also work on responding to open-ended questions, analyzing and focusing on the conventions of English grammar. Students will respond through conversation, writing, oral presentations, debates, quizzes, and exams. Students will be expected to write a minimum of three to five developed, benchmark pieces throughout the year to put into their portfolio. Writing Grade 6 will help to prepare students for writing in ELA 7.

Library Science 6/7/8 - The Library Science Course is a half-year course that students will attend every other day. It is open to 7th grade students in Middle School. The course will focus on researching topics as well as learning about online programs for reading. In addition to research, students will also have an opportunity to participate in literature discussions and book talks helping them to prepare and refine ELA and research concepts.

MUSIC

BAND 6 - The 6th grade band curriculum is designed to build upon the skills students learned during their time in the Hillcrest Band. The course consists of two main parts, rehearsal participation and lesson participation. Rehearsals are students' regularly scheduled classes. During rehearsals, students work on large ensemble skills including multi-part harmony,

listening, intonation, and musical cooperation. Rehearsals focus mainly on full band warm-ups and music and are used mainly to prepare students for their winter and spring concerts. Lessons are designed for more individualized, specialized instruction catering towards instrument types and skill levels. In lessons, students learn skills dedicated solely to the particular instrument they are playing and build on solo and small ensemble skills.

Students in band are expected to make 90% percent of their lessons. Students in band are expected to make up any and all work missed for lessons on their own time and are responsible for not just their classwork but also to practice the music they are learning in band. The 6th grade band has two mandatory, graded concerts, one in the winter and one in the spring.

Music learned and performed by the band is diverse and meant to both challenge as well as enrich. Students perform music from a range of genres from classical to contemporary, pop to movie classics. Students play an integral role in music selection. In small lessons, students have the opportunity to learn instrument-specific solos and small ensemble music focusing on harmony and part integration.

BAND 7 - The 7th grade band curriculum is designed to build upon the skills learned in the 6th grade. The course consists of two main parts, rehearsal participation and lesson participation. Rehearsals are students' regularly scheduled classes. During rehearsals, students work on large ensemble skills including multi-part harmony, listening, intonation, and musical cooperation. Rehearsals focus mainly on full band warm-ups and music and are used mainly to prepare students for their winter and spring concerts. 7th and 8th grade bands rehearse separately but perform as one ensemble for concerts.

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quarters opposite a concert, with the exception of the March Music In Our Schools Month Concert.

BAND 8 - The 8th grade band curriculum is designed to build upon the skills learned in the 6th and 7th grade. The course consists of two main parts, rehearsal participation and lesson participation. Rehearsals are students' regularly scheduled classes. During rehearsals, students work on large ensemble skills including multi-part harmony, listening, intonation, and musical cooperation. Rehearsals focus mainly on full band warm-ups and music and are used mainly to prepare students for their winter and spring concerts. 7th and 8th grade bands rehearse separately but perform as one ensemble for concerts. 8th grade specifically is focused on preparing students for the transition to the high school band.

Lessons are designed for more individualized, specialized instruction catering towards instrument types and skill levels. In lessons, students learn skills dedicated solely to the particular instrument they are playing and build on solo and small ensemble skills. Students in band are expected to make 90% percent of their lessons. Students in band are expected to make up any and all work missed for lessons on their own time and are responsible for not just their classwork but also to practice the music they are learning in band. The 7th and 8th grade band have two mandatory, graded concerts in the winter and spring. There is an optional March concert that students can participate in, in lieu of their bi-quarterly writing project.

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CHORUS 6 - The chorus program is designed to build upon the fundamental skills the students learned in Hillcrest, so they are prepared to sing more complicated music in the 7th and 8th grades. The chorus program is built around rehearsals and lessons. During rehearsals, students focus on large ensemble goals, such as singing 3 or more parts, blending, diction, and part independence. During lessons, students focus on more individual goals such as reading music, reading key signatures, sight reading and blending within a section. As the students learn their individual parts during lessons, they can practice singing through their music as an ensemble during rehearsals.

Students are expected to attend their lessons and must make up any work that they miss. Each student has their own folder with their own copy of the music. Students are also expected to make notations in the music when necessary to help them remember specific cues.

The main goal of the lessons and rehearsals is to prepare the students for the winter and spring concerts, while the students learn the skills listed above. These concerts are mandatory and feature a repertoire that is chosen to challenge the students and showcase their abilities. The students learn a wide range of genres, from foreign language songs to classical songs to contemporary pop songs. This provides the students with a diverse musical foundation and allows them to succeed in the 7th and 8th grade chorus. In addition to the concert, each student is expected to complete two writing projects during the year. These projects help the students connect their literacy skills to music and strengthen their understanding of both subjects.

CHORUS 7 - The chorus program is designed to build upon skills the students learned in 6th grade, so they are prepared to sing more complicated music when they enter high school. The chorus program is built around rehearsals and lessons. During rehearsals, students focus on large ensemble goals, such as singing 3 or more parts, blending, diction, and part independence. During lessons, students focus on more individual goals such as reading music, reading key signatures, sight reading and blending within a section. As the students learn their individual parts during lessons, they can practice singing through their music as an ensemble during rehearsals.

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CHORUS 8 - The chorus program is designed to build upon skills the students learned in 7th grade, so they are prepared to sing more complicated music when they enter high school. Many of the concepts taught in the 8th grade are more advanced versions of what students learned in the 7th grade. The chorus program is built around rehearsals and lessons. During rehearsals, students focus on large ensemble goals, such as singing 3 or more parts, blending, diction, and part independence. During lessons, students focus on more individual goals such as reading music, reading key signatures, sight reading and blending within a section. As the students learn their individual parts during lessons, they can practice singing through their music as an ensemble during rehearsals.

Students are expected to attend their lessons and must make up any work that they miss. Each student has their own folder with their own copy of the music. Students are also expected to make notations in the music when necessary to help them remember specific cues.

The main goal of the lessons and rehearsals is to prepare the students for the winter and spring concerts, while the students learn the skills listed above. These concerts are mandatory and feature a repertoire that is chosen to challenge the students and showcase their abilities. The students learn a wide range of genres, from foreign language songs to classical songs, to contemporary pop songs. This provides the students with a diverse musical foundation and allows them to succeed in chorus when they reach the high school level. In addition to the concert, each student is expected to complete two writing projects during the year. These projects help the students connect their literacy skills to music and strengthen their understanding of both subjects.

ORCHESTRA 6

Student musicians in the strings program attend both class rehearsals and weekly lessons and are expected to make up any missed classwork due to lesson participation. Students are also expected to practice at home and make up for any missed lessons. During rehearsals, students will improve listening skills and learn how to analyze music as a class, while receiving more individual support during small group lessons. Students receive participation grades based on effort and attendance and are also expected to complete two literacy projects and perform in both the winter and spring concerts.

Students in the 6th grade orchestra will review beginning performance skills, deepen their understanding of rhythmic and melodic elements, and improve their knowledge of music theory before starting a more rigorous curriculum to prepare for challenging intermediate repertoire. Students will become skilled at tuning and self-reflection through sight-reading and performance assessments. Students will also learn new key signatures, practice challenging

bowing patterns, and experience high-quality orchestral literature through performing arrangements of famous classical pieces.

ORCHESTRA 7

Student musicians in the strings program attend both class rehearsals and weekly lessons and are expected to make up any missed classwork due to lesson participation. Students are also expected to practice at home and make up for any missed lessons. During rehearsals, students will improve listening skills and learn how to analyze music as a class, while receiving more individual support during small group lessons. Students receive participation grades based on effort and attendance and are also expected to complete two literacy projects and perform in both the winter and spring concerts.

Students in the 7th grade orchestra will continue a rigorous curriculum to eventually perform advanced orchestral repertoire with the 8th grade orchestra. Students will improve independent practice skills through weekly self-reflection, more challenging sight-reading, and frequent performance assessments. Students will also learn new key signatures, enhance their knowledge of music theory, and perform music from a wide variety of genres.

ORCHESTRA 8

Student musicians in the strings program attend both class rehearsals and weekly lessons and are expected to make up any missed classwork due to lesson participation. Students are also expected to practice at home and make up for any missed lessons. During rehearsals, students will improve listening skills and learn how to analyze music as a class, while receiving more individual support during small group lessons. Students receive participation grades based on effort and attendance and are also expected to complete one literacy project and perform in the winter, spring, and Music in Our Schools Month (MiOSM) concerts.

Students in the 8th grade orchestra will focus on improving specific aspects of musicianship, advanced performance skills, and deepening their understanding of the unique qualities of their individual instruments. Students will become skilled at using the tuning pegs, shifting, and sight-reading in at least five key signatures. Students will also prepare for the high school orchestra program by experiencing multicultural music, becoming more familiar with famous composers, and studying major trends in music history.

GENERAL MUSIC - In this middle school General Music course, students will embark on an engaging journey through the world of music, exploring a diverse range of genres, instruments, and cultural traditions. Through hands-on activities, students will develop their musical skills by learning to read music, play instruments, and understand the elements of composition. The course will also include opportunities for students to express their creativity by composing their own music and performing in group settings. Whether new to music or looking to deepen

their understanding, students will leave the course with a greater appreciation for the role of music in their lives and the world around them.

PHYSICAL EDUCATION/HEALTH

PHYSICAL EDUCATION 6,7,8 and APE

The Physical Education Program is designed to highlight and develop the students' physical, cognitive, and affective skills. Students in this course will participate in a variety of traditional sports and fitness activities such as, but not limited to; soccer, basketball, flag football, floor hockey, badminton, volleyball, and circuit training.

While the understanding that these sports will contribute to a students' short and long-term fitness goals, students are also introduced into non-traditional activities such as Project Adventure. Our Project Adventure curriculum consists of a number of cooperative/team building activities, low swinging elements (Prouty's Landing, Swinging Log) , and high elements (Centipede, Flying Squirrel, Swing Shot, Firecracker Ladder). The ultimate goals of the Project Adventure activities are to help facilitate positive interactions between peers, give students a safe place to take risks, and learn to trust members of their group.

The final component of the Physical Education program is Aquatics. Under the supervision of WSI and Lifeguard certified teachers, students are immersed in a learn to swim program that covers basic survival skills (floating, treading, and submersion), water safety preparedness, and competitive/recreational swimming strokes (front/back crawl, elementary backstroke, breaststroke, etc.).

The Physical Education program works closely with the Peekskill City School District Athletics program and helps contribute to the participation of students in interscholastic sports. Between the middle school P.E. program and the district interscholastic athletics department, students are provided a positive outlet during their school years with an eye on finding lifelong fitness activities that promote a healthy mind and body.

Adventure Education

This course teaches the ability to possess a high degree of risk-taking ability, the ability to work in different terrains, team spirit and leadership qualities, high levels of commitment, and responsibility. It also induces environmental awareness, knowledge of first aid, camp management, map, compass reading, survival training, a hospitable and friendly climate while learning cultures and traditions.

Aquatics 7/8 -
This course teaches students about water safety, swimming techniques, and aquatic fitness. This course includes a combination of classroom instruction and hands-on practice in the pool (pool participation is required for this course).

Students will learn essential water safety skills and basic swim techniques, including different swim strokes, breathing techniques, floating, and treading water. In addition, this aquatics course will cover topics such as water aerobics, water sports (water basketball, volleyball, and water polo), and kayaking.

This course will ensure that the swimmers have acquired the necessary skills and knowledge to be safe in and around the water. Students can be confident that they are adequately prepared to handle themselves in various swimming situations.

This aquatics course can boost swimmers confidence and self-esteem. This course will validate their hard work and progress, and provide a sense of accomplishment. This confidence can extend beyond the swimming pool and positively impact others areas of their lives.

ENGLISH AS A NEW LANGUAGE (ENL)

ENL 6 Entering/Emerging - This course has a focus on language development through the content area. In this course, the skills and strategies being taught in 6th grade ELA will be frontloaded and scaffolded to make essential content instruction accessible. This course aims to help students acquire the language needed to navigate their social and academic lives. The Achieve3000 Literacy Program and Lexia will be utilized to target and monitor students' literacy and language proficiency. Further guided reading, writing, speaking and listening activities, supported with visuals and teacher modeling, will be utilized to promote both collaborative and independent learning.

The following are some of the topics covered:

Unit 1: Who Am I?

Skills: Knowledge of language; the verb “to be”, character traits; key details; Integration of Knowledge and Ideas; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 2: Locations (house and classroom)
Skills: Knowledge of language; the verb "to be" with location; subject pronoun; QFT; RACE (short response); text evidence; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 3: Activities
Skills: Knowledge of language; Present Continuous Tense; QFT; RACCEE (extended response); Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 4: Jobs in the Community
Skills: Knowledge of language; Possessive Adjectives; character traits; QFT; RACCEE; Comprehension and Collaboration; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 5: Weather
Skills: Knowledge of language; Possessive Nouns; research to build and present knowledge; antonyms and synonyms; RACCEE; Comprehension and Collaboration; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 6: Family and People
Skills: Knowledge of language; Prepositions; comparing and contrasting; double RACCEE; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

Unit 7: NYSESLAT Test Prep
Skills: Knowledge of language; Reading, Writing, Listening, & Speaking Test Prep Strategies, Assessing with a rubric, Academic Vocabulary; Comprehension and Collaboration; Conventions of Academic English/Language for Learning

Unit 8: Directions and Maps
Skills: Knowledge of language; public presentations; research to build and present knowledge; Conventions of Academic English/Language for Learning; Vocabulary Acquisition and Use

ENL 7 ENTERING/EMERGING - This course has a focus on language development through the content area. In this course, the skills and strategies being taught in 7th grade ELA will be frontloaded and scaffolded to make essential content instruction accessible. This course aims to help students acquire the language needed to navigate their social and academic lives. The Achieve3000 Literacy Program and Lexia will be utilized to target and monitor students' literacy and language proficiency. Further guided reading, writing, speaking and listening activities, supported with visuals and teacher modeling, will be utilized to promote both collaborative and independent learning.

The Following are some of the Topics Covered:

Unit 1: Growth, Adversity, & Change
Skills: RACCEE, Essay Writing, Conflict, Setting, Character Traits, Theme, Figurative Language, Analyzing Text Evidence, Academic Vocabulary

Unit 2: The Role of Technology in Education (Argumentative Unit)
Skills: QFT, RACCEE, Essay Writing, Author's Viewpoint, Fact and Opinion, Compare & Contrast, Central Idea, Analyzing Text Evidence, Academic Vocabulary

Unit 3: NYSESLAT Test Prep
Skills: Reading, Writing, Listening, & Speaking Test Prep Strategies, Assessing with a rubric, Academic Vocabulary

Unit 4: Food Choices And Our Health (Informational Unit)
Skills: QFT, RACCEE, Essay Writing, Central Idea, Fact and Opinion, Analyzing Text Evidence, Academic Vocabulary

ENL 8 ENTERING/EMERGING

This course has a focus on language development through the content area. In this course, the skills and strategies being taught in 8th grade ELA will be frontloaded and scaffolded to make essential content instruction accessible. This course aims to help students acquire the language needed to navigate their social and academic lives. The Achieve3000 Literacy

Program and Lexia will be utilized to target and monitor students' literacy and language proficiency. Further guided reading, writing, speaking and listening activities, supported with visuals and teacher modeling, will be utilized to promote both collaborative and independent learning.

The Following are some of the Topics Covered:

Unit 1: ***Who Am I?*** "Personal Narrative/ Memoir"
Skills: RACCEE, Personal Narrative Writing, Conflict, Setting, Character Traits, Figurative Language, Analyzing Text Evidence, Academic Vocabulary

Unit 2: ***Finding Home*** *(Poetry)*
Skills: QFT, RACCEE, Poetry Writing, Author's Viewpoint, Fact and Opinion, Figurative Language, Compare & Contrast, Central Idea, Analyzing Text Evidence, Academic Vocabulary

Unit 3: ***Taking a Stand***
Skills: QFT, RACCEE, Argumentative Writing, Research Skills, Fact and Opinion, Analyzing Text Evidence, Academic Vocabulary

Unit 4: ***NYSESLAT Test Prep***
Skills: Reading, Writing, Listening, & Speaking Test Prep Strategies, Assessing with a rubric, Academic Vocabulary

Unit 5: ***Decision Making and Forming Position*** *(Informational Unit)*
Skills: QFT, RACCEE, Essay Writing, Central Idea, Fact and Opinion, Analyzing Text Evidence, Academic Vocabulary

STUDENT ASSESSMENTS AND PROGRESS MONITORING

- **New York State Mathematics Test (Grades 6-8) -** This exam is designed to assess the NYS Common Core Math Standards. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive

reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

- **New York State English Test (Grades 6-8) -** This exam is designed to assess the NYS Common Core English Language Arts Standards. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

  The standards establish guidelines for English language arts (ELA) as well as for literacy in history/social studies, science, and technical subjects. Because students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, the standards promote the literacy skills and concepts required for college and career readiness in multiple disciplines.

  The College and Career Readiness Anchor Standards form the backbone of the ELA/literacy standards by articulating core knowledge and skills, while grade-specific standards provide additional specificity. Beginning in grade 6, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

  It is important to note that the grade 6–12 literacy standards in history/social studies, science, and technical subjects are meant to supplement content standards in those areas, not replace them. States determine how to incorporate these standards into their existing standards for those subjects or adopt them as content area literacy standards.

  The skills and knowledge captured in the ELA/literacy standards are designed to prepare students for life outside the classroom. They include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Students will learn to use cogent reasoning and evidence collection skills that are essential for success in college, career, and life. The standards also lay out a vision of what it means to be a literate person who is prepared for success in the 21st century.

- **New York State Science Test (Grade 8) -** The Grade 8 Intermediate-Level Science Test is designed to measure the content and skills contained in the Intermediate-Level Science Core Curriculum, Grades 5–8. The core curriculum is based on the New York State Learning Standards for Mathematics, Science, and Technology.

- **Algebra 1 Regents Exam** - The exam is designed to assess students in the Algebra 1. Algebra provides a formal development of the algebraic skills and concepts necessary for students to succeed in all future higher-level mathematics courses. Students will transition from concrete to abstract thought, as they develop many skills such as problem solving and critical thinking. The concept of function is emphasized throughout the course. In addition to their regularly scheduled class period, students meet an additional period every other day to deepen their understanding of the topics learned in class. Upon completion, students will earn 1 High School credit in math.

- **Earth Science Regents Exam** - The exam is designed to assess students in the Earth Science standards. Earth Science studies the Earth and its position in the Universe while taking a closer look at the different topics of Earth Science including Geology, Meteorology, Oceanography, and Astronomy. In addition to their regularly scheduled class period, students meet an additional period every other day in order to engage in hands-on lab activities that deepen their understanding of the topics learned in class. Upon completion, students will earn 1 High School credit in science.

- **Checkpoint A Exam (Foreign Language - Grade 8)** - The exam is designed to assess students in a Foreign Language (Spanish). The assessment is based on the communicative approach in which the structure of the language is ancillary to, and yet supportive of, the primary goal of meaningful communication.
    - Checkpoint A:
        - Emphasizes simple, selected sentence structures, not necessarily limited to the present tense
        - Sets the stage for oral and written communication for the beginning language learner
        - Fosters cultural understandings
        - Includes age-appropriate communicative activities, strategies, and goals that address the particular needs and interests of middle school students
        - Encourages interdisciplinary connections
        - Is the first step on the pathway to linguistic proficiency

- **NYSESLAT** - The NYSESLAT is given to all students who are identified as ELL/MLL by the New York State Identification Test for English Language Learners (NYSITELL). The purpose of the NYSESLAT is to annually assess the English language proficiency level of ELLs/MLLs enrolled in Grades K–12 in New York State schools.

- **NYSITELL** - The New York State Identification Test for English Language Learners (NYSITELL) serves as the State's formal English language proficiency assessment in the process for initially identifying English Language Learners in New York State

- **AimsWeb Plus Math -** Students are given the opportunity to take a math assessment to determine their math level. The assessment is called AimsWeb Plus. This assessment is designed to determine if a student's math skills are on grade level, below grade level or above grade level.

  There are 3 components to the assessment: Number Fluency, Mental Computation Fluency, and Concepts & Applications. The Fluency parts of the assessment are timed, while the Concepts & Applications section is not. The total time for the assessment is approximately 35-45 minutes.

  The purpose of the assessment is to measure, monitor, and document the student's mathematical growth throughout the year and enable early intervention if needed.

  AimsWeb is administered 3 times throughout the school year (October, January & April) to help teachers monitor student progress and see their gains in math.

- **Scholastic Reading Inventory (SRI) -** Students are given the opportunity to take a reading assessment to determine their reading level. A reading metric or number will be created via our Lexile Framework; this number identifies the current level in which your child is currently reading. The higher the Lexile score, equates to higher the reading level.

  The reading assessment that we use to determine their Lexile level is the Scholastic Reading Inventory or (SRI). This is a computer-adaptive test designed to measure your child's lexile level.

  All of the test questions are based on authentic text passages in both fiction and nonfiction. The test is adaptive and the difficulty of each test question is based on a

student's previous responses. This assessment is used as a screening/progress monitoring tool to help teachers place students in groups as well as into classes. The Lexile system can also help to predict which books a student will be able to read and understand.

The SRI is administered 3 times throughout the school year (October, January & April) to help teachers monitor student progress and see their gains in reading.

- **Achieve 3000** - Achieve3000 is a supplemental online literacy program that provides nonfiction reading content to students and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. Achieve3000 is designed to help students advance their nonfiction reading skills by providing differentiated online instruction. Teachers use the program with an entire class but the assignments are tailored to each student's reading ability level. For example, teachers assign an article and related activities to an entire class; the program then tailors the version of the article to each student by automatically increasing the difficulty of text when a student is ready for more challenging text. Achieve3000 provides lessons that follow a five-step routine:
    1. Respond to a Before Reading Poll
    2. Read an article
    3. Answer activity questions
    4. Respond to an After Reading Poll
    5. Answer a Thought Question

- **ALEKS -** ALEKS is a supplemental online mathematics program that provides support in mathematical skills and concepts. The program determines the topics that the student understands or does not understand. Based on the assessment, the program assigns topics and support in areas the student does not understand in order to strengthen that skill or concept.

Extended Day Program Afterschool Program

Outline for the Program -

Peekskill City School District's (PCSD) Empire State Afterschool Program (ESAP) will enable all students to develop the academic, social-emotional, and vocational skills for college- and career-readiness. Peekskill Middle School (PKMS) and its youth-serving partners will provide multiple paths to learning. ESAP will reflect a four-component model: Academics, Health and Wellness, Positive Youth Development, and Parent/ Family Engagement.

The program will run Monday through Friday from 3:00pm - 6:00pm. There is morning tutoring available from 6:40 am – 7:40 am. Students will be scheduled for both Academic Support and Enrichment Activities through our various local community partnerships.

Registration - Dr. Toro

Academic Support - The Extended Day Program provides opportunities for students at Peekskill Middle School to receive academic support in the following areas:

- HW Help
- Mathematics Support
- English Language Art Support
- English as a New Language Support
- Special Education Support
- Science Support
- STEAM Enrichment

Extra Curricular Enrichment Opportunities - The Extended Day Program provides rich opportunities for students to engage in activities designed to enhance their application of academic knowledge while having fun and enhancing other skill sets. Programs include but are not limited to:

- Dance
- Art
- Theater and Acting
- Music
- Intramural Sports

Student Support Services

Margaret's Place - Funded through the Joe Torre foundation, Margarets Place is a socio-emotional support for students to feel safe and speak to a social worker about issues around violence in the home, school and community.

Student Assistance Counselor (SAC) - The Student Assistance Counselor's role in a school is to assist students with socio-emotional support in areas such as substance abuse, smoking, issues at home, etc.

Andrus Mental Health Clinic - The Andrus Mental Health Clinic provides services to children needing psychiatric and therapeutic intervention. Andrus is an outside agency contracted into the school. A referral from a school clinician is needed to enter the program.

School Social Worker - School Social Workers are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy.

School Psychologist - The School Psychologist is directly responsible for the psychological assessment of academic, social, emotional, and behavioral domains utilizing problem-solving and standardized evaluations. The School Psychologist monitors the completion of case study evaluations and participates in Individual Education Plan (IEP) conferences and problem-solving meetings designing systems, programs and services that maximize students' social, emotional, and educational success. In collaboration with staff, families, students, and communities the school psychologist promotes effective educational environments.

School Resource Officer (SRO) - A School Resource Officer as a sworn officer assigned to a school on a long-term basis trained to perform three major roles: law enforcement officer, law-related counselor, and law-related educator. In addition, the officer works in collaboration with the school and the community as a resource for safety and security issues. Furthermore, the role of the SRO is to develop strong community relationships with students, staff and parents.

My Brothers Keeper - President Obama launched the My Brother's Keeper initiative to address persistent opportunity gaps faced by boys and young men of color and ensure that all young people can reach their full potential.

My Brother's Keeper is focused on six milestones:

- **Getting a Healthy Start and Entering School Ready to Learn**

  All children should have a healthy start and enter school ready – cognitively, physically, socially, and emotionally.
- **Reading at Grade Level by Third Grade**

  All children should be reading at grade level by age 8 – the age at which reading to learn becomes essential.
- **Graduating from High School Ready for College and Career**

  All youth should receive a quality high school education and graduate with the skills and tools needed to advance to postsecondary education or training.
- **Completing Postsecondary Education or Training**

  Every American should have the option to attend postsecondary education and receive the education and training needed for the quality jobs of today and tomorrow.
- **Successfully Entering the Workforce**

  Anyone who wants a job should be able to get a job that allows them to support themselves and their families.
- **Keeping Kids on Track and Giving Them Second Chances**

  All youth and young adults should be safe from violent crime; and individuals who are confined should receive the education, training, and treatment they need for a second chance.

Student Support Services Contacts

Stacy Bean	School Social Worker	sbean@peekskillschools.org
Leslie Detres	School Psychologist	ldetres@peekskillschools.org
Steve Castelli	School Psychologist	scastelli@peekskillschools.org
Maura Rawlins	Margarets Place Counselor	mrawlins@peekskillschools.org
Amanda Hugh	Student Assistance Counselor	ahugh@peekskillschools.org
Mary Greenan	School Resource Officer	mgreenan@peekskillschools.org