Syosset Middle School
CURRICULUM GUIDE

2024-25 MIDDLE SCHOOL PROGRAM
H.B. THOMPSON AND SOUTH WOODS MIDDLE SCHOOL

The goals of our middle schools are the intellectual development and academic achievement of all students along with the personal and social development of each student. Our middle schools feature an educational program that is comprehensive, challenging, purposeful, and integrated. All middle school courses are aligned with the New York State Next Generation Learning Standards for English Language Arts and Mathematics, the New York State K -12 Social Studies Framework, and the New York State P-12 Learning Standards in Science. Eighth grade accelerated courses in Algebra and Earth Science are aligned with the NYS standards for those subjects.

The mission of the Syosset Central School District is to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.

SYOSSET CENTRAL SCHOOL DISTRICT
Syosset, New York

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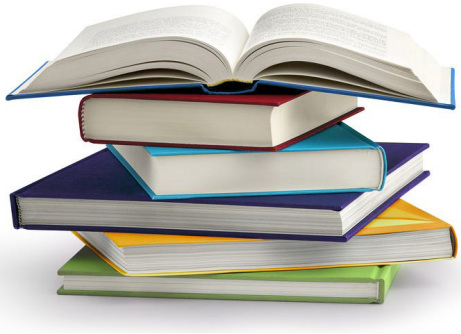
SIXTH, SEVENTH, EIGHTH GRADE PROGRAMS



SIXTH-GRADE PROGRAM

- English, Social Studies, Mathematics, and Science are full year daily courses.
- Music and Physical Education classes meet on alternate days for a full year.
- A student is scheduled for General Music unless they have been recommended for Band, Chorus, or Orchestra.
- Exploratory Semester Courses - Family and Consumer Science, Health, Technology and Art.
- Full year alternate day courses include Study Skills, Computers, and World Languages.

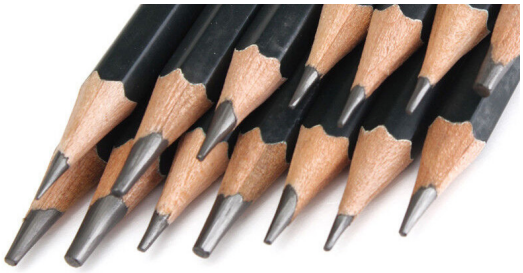
SEVENTH-GRADE PROGRAM

- English, Social Studies, Mathematics, Science, and World Language are full year daily courses.
- Music and Physical Education classes meet on alternate days for a full year.
- A student is scheduled for General Music unless they have been recommended for Band, Chorus, or Orchestra.
- Exploratory Courses - Family and Consumer Science, Technology, Personal Finance, Art, and Health.

EIGHTH-GRADE PROGRAM

- English, Science, Social Studies, Mathematics, and World Languages are full year courses.
- Music and Physical Education classes meet on alternate days for a full year.
- A student is scheduled for General Music unless they have been recommended for Band, Chorus, or Orchestra.
- Exploratory Courses - Technology and Art.
- Electives
  - 21st Century CTE- If scheduling permits, this elective option focused on Career and Technical Educational themes will enhance the total middle school explorations experience.
  - Introduction to Research Methods - If scheduling permits, this elective option will prepare middle school students for future advanced research opportunities.

ART PROGRAMS GRADE 6, 7 & 8

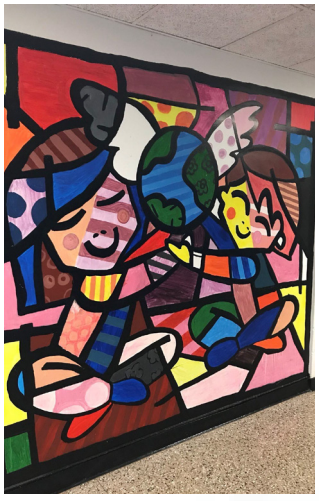


ART 6

In Art 6, projects are designed to introduce new techniques and to build student confidence through the exploration of the elements and principles of art. Materials may include pencil, pen, paint, plaster, clay and fabric. These materials are used to creatively express feelings, and to apply problem- solving techniques to gain insight into our visual world. Students achieve readiness for critical thinking skills in Art 7.

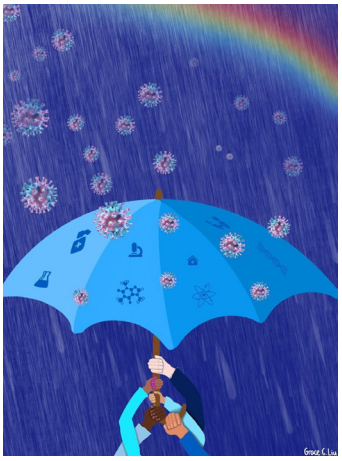
ART 7

Art 7 is a continuation of learning the elements and principles of art and meets on alternate days for the entire year. Decision-making, problem-solving, and thinking skills are applied to 2-dimensional and 3-dimensional activities. Concepts emphasized include one point perspective, sculpture, design, art appreciation, and drawing from observation. Interdisciplinary activities are incorporated into the curriculum.



ART 8

The course includes a wide range of problem- solving assignments that further develop skills gained in Art 7. It meets on alternate days for the entire year. The assignments are designed to enhance student understanding of art history while experimenting with media such as paint, pastels, clay and computers. The elements and principles of art are explored on a more advanced level.



DIGITAL DIRECTIONS

COMPUTING | FINANCE | COMMUNICATION

COMPUTER 6

Computer 6 focuses on the new Computer Science and Digital Fluency Learning Standards, emphasizing computational thinking, cybersecurity, and digital literacy. Students will learn how computing technologies both influence and are influenced by society and culture. They will learn practical skills such as keyboarding and use digital tools to create media connected to their areas of study in grade 6, including brochures, posters, spreadsheets, and graphs. Students will learn basic coding skills and engage with Google Apps for Education along with other digital learning platforms. Online privacy, security, artificial intelligence, and digital citizenship will be addressed.

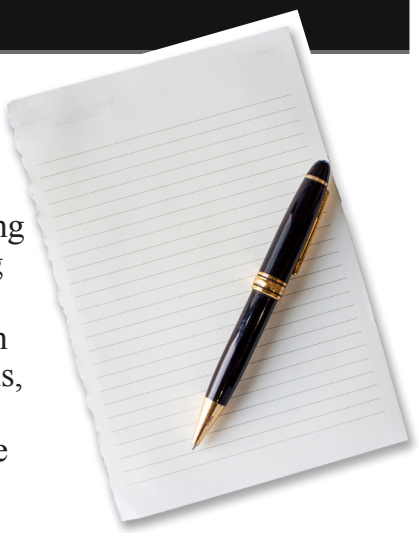
PERSONAL FINANCE 7

This course will explore the exciting world of finance using Google Docs, Sheets, and Slides and other web-based apps and tools. Students will examine career opportunities, paychecks and deductions, tax returns, budgeting, banking, credit, and investing.

STUDY SKILLS 6: COMMUNICATION SKILLS FOR THE 21st CENTURY

This course is designed to provide students with the skills necessary for a successful transition into the middle grades. Students will engage in lessons around topics such as organization, learning styles, active listening, note taking, study techniques and tools, writing, research, and effective communication. Students will learn strategies for success in all curricular areas.

ENGLISH - READING TO WRITE



ENGLISH 6

In English 6 students continue their exploration of reading and writing through the balanced literacy model, focusing on developing reading comprehension, writing, critical thinking and public speaking skills through exposure to literary and informational texts and participation in the writing workshop process. Conceptual vocabulary, conventions, and creative and expository writing are taught through the writing process. Additionally, the New York State Grade 6 English Language Arts Assessment will be administered in the spring.

ENGLISH 7

English 7 centers on developing students' reading, writing, vocabulary, and critical thinking skills through a balanced literacy approach. Students engage in texts including poetry, narratives, essays, and articles. Students engage in the writing process to develop skills such as analysis, reflection, and evidence-based research. Emphasis is placed on argumentation and writing supported by accurate and relevant evidence. Revision and editing are integral components of the writing process in grade 7. Additionally, the New York State Grade 7 English Language Arts Assessment will be administered in the spring.

ENGLISH 8

English 8 continues to focus on enhancing students' proficiency in reading and writing through a balanced literacy approach while preparing students for high school-level English course-work. Research skills are further developed, with emphasis on presenting and supporting a perspective on a topic using accurate and relevant evidence from various sources. Revising and editing are integral components. Integrated curriculum activities and academic vocabulary are stressed. Additionally, the New York State Grade 8 English Language Arts Assessment will be administered in the spring.

FAMILY & CONSUMER SCIENCE HEALTH & WELLNESS

FAMILY AND CONSUMER SCIENCE 6

Hands-on culinary labs bring math, science, and language skills to life as students mix and measure their way to delicious foods. The study of textiles is designed to encourage sustainability and creativity as students develop manual dexterity and problem solving skills through hands-on activities. Collaboration, time management, and teamwork enable students to develop essential skills and build relationships with their peers. The combination of these skills and experiences are used to enhance student college and career readiness.

FAMILY AND CONSUMER SCIENCE 7

Students learn about food science, practice math skills, and develop creative thinking skills through fun and delicious learning experiences. Students work together to solve problems, tackle collaborative challenges, and manage their time and resources. Real-life situations and laboratory experiences equip students with practical life skills and the necessary habits to become responsible citizens and leaders in family, community and work life.

HEALTH 6

Students are introduced to a variety of health topics that intertwine with character education. Wellness concentrates on the middle school transition and the importance of developing healthy decision making skills in all aspects of the students' lives. In a comfortable classroom environment, students learn about HIV, effective conflict resolution, digital citizenship, the changes involved in growth and development, and the dangers of drugs such as tobacco and alcohol. Erin's Law is also addressed. This is done through projects, activities, and class discussions.

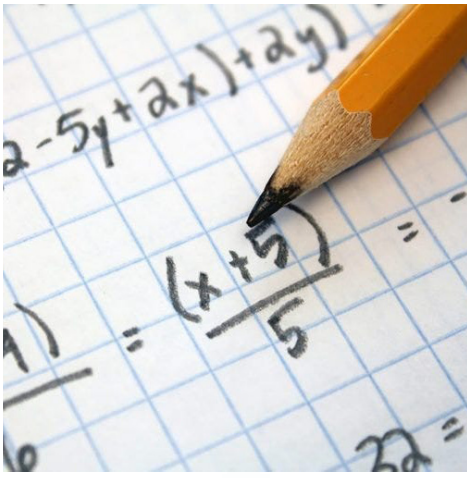
HEALTH 7

Students learn about the interdependence of the different aspects of health including the social, mental, emotional, physical and spiritual aspects. Students will be given updated health information regarding different issues that affect their health and well-being. The importance of decision -making and resisting peer pressure is reinforced through activities, projects and discussions that require students to "think on their feet." Topics to be focused on include self-esteem, stress management, conflict resolution, digital citizenship, disease prevention including lessons on HIV and drug prevention. Erin's Law is also addressed.

MATHEMATICS

GRAPPLING AND PERSEVERING
MATH 6

The fundamental purpose of this course is to formalize and extend the mathematics that students have previously learned. Instruction focuses on five 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 numbers to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of probability and statistical thinking; and (5) geometry, including understanding the relationships among shapes to determine area, surface area, and volume. Additionally, the New York State Grade 6 Mathematics Assessment will be administered in the spring.



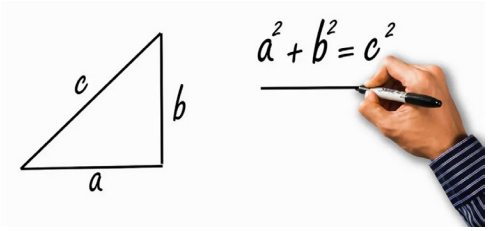
REASONING AND PROBLEM-SOLVING
MATH 7-8

The fundamental purpose of this course is to formalize and extend the mathematics that students have previously learned. Instruction focuses on topics from Math 7 and 8 such as: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two-and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Additionally, the New York State Grade 7 Mathematics Assessment will be administered in the spring.

MATH OPTIONS IN GRADE 8

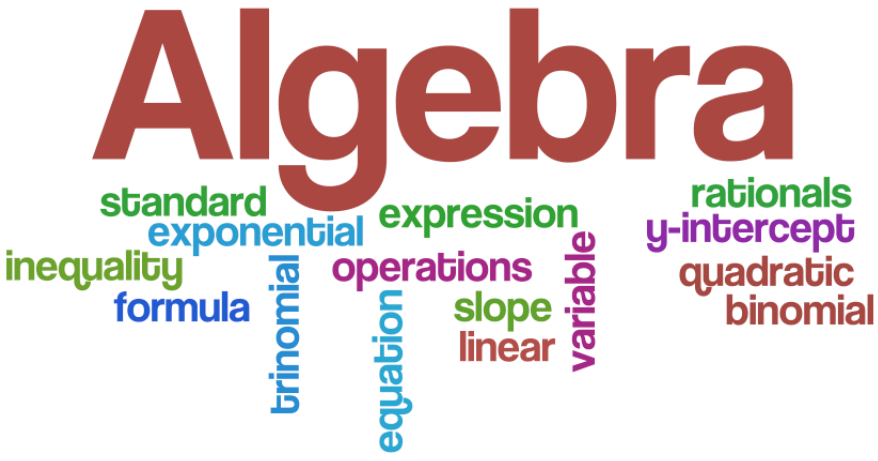
MATH 8

The fundamental purpose of this course is to formalize and extend the mathematics that students have previously learned. Instruction focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equation 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 and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Additionally, the New York State Grade 8 Mathematics Assessment will be administered in the spring.



ALGEBRA I

The purpose of this course is to extend the mathematics that students learned in Math 6 and Math 7-8. The students will study topics such as arithmetic and geometric sequences, linear, exponential and quadratic equations and inequalities. The students will develop fluency in writing, interpreting and translating various forms of these equations and inequalities. The use of the graphing calculator will be integrated throughout the curriculum. The combination of Math 7-8 and Algebra 1 are designed to prepare the students for the Algebra 1 Regents Examination and future course work in geometry. Students will receive one unit of high school credit for this course providing they pass the course and the Algebra 1 Regents Examination.



MUSIC | BAND | CHORUS ORCHESTRA

MUSIC 6

Music 6 includes instruction in the elements of music, notation, rhythm patterns, melody, harmony, style, and form. Emphasis is placed on singing, musical instruments, musical theater, and music related careers. Students will begin the World Drumming curriculum and will use hand chimes and the electronic keyboard laboratory to study music reading and performance.

MUSIC 7

Music 7 continues instruction in the elements of music, notation, rhythm patterns, melody, harmony, style, and form. Emphasis is placed on electronic and computer music, classical music and composers, non-western music, and musical theater. Extensive use is made of the electronic keyboard laboratory and the World Drumming curriculum.

MUSIC 8

Music 8 continues more advanced instruction in the elements of music, notation, rhythm patterns, melody, harmony, style, and form. Emphasis is placed on American music (patriotic songs, folk songs, jazz, ethnic music) and on the science of sound with electronic and computer music applications through the electronic keyboard laboratory. Instruction in basic music skills is continued.

BAND, CHORUS, AND ORCHESTRA 6, 7 & 8

Performing groups provide students with an opportunity to learn music through active participation as performing musicians. Students may also study solos and work in small ensembles. Student musicians attend sectional lessons on a schedule that rotates throughout the school day. In sectionals, students learn technical exercises, study individual instruments and play in small ensembles. Music students are required to perform with their groups in evening concerts as well as in-school programs. Admission to individual performing groups is by audition or recommendation of the director.

PHYSICAL EDUCATION - GRADE 6, 7 & 8

PHYSICAL EDUCATION 6, 7, & 8

- New York State requires participation in physical education classes at each grade. The curriculum is based on supporting healthy behaviors including taking care of one's body, effective goal setting, and proper sporting behavior.
- The Physical Education program includes instruction and participation in individual sports, team sports, physical fitness and Project Adventure. The goal of the program is to encourage lifetime fitness and activity. Students will incorporate the knowledge and skills learned in class into their own lives.
- Middle school P. E. incorporates the Sport Education Model. Students are given responsibilities to actively run each unit. This may include being a/an equipment manager, coach, statistician, official, and/ or publicist. This model supports the importance of each individual in the class and reinforces the notion that students of all ability levels add to the success of the group.
- Adventure education is also incorporated within each grade to allow for cooperative learning. Lessons deal with group decision making and trust activities which allows for a supportive environment in other units.
- In the eighth grade, a Wellness unit is introduced to supporting healthy decision-making skills in all aspects of the students' lives. Students actively engage in discussions while role playing topics such as respect, diversity, problem-solving, peer pressure issues and conflict resolution. Erin's Law is also addressed.
- An Adapted Program is also available for students with special needs. Students are given individual instruction and/ or assistance in general PE classes.

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SCIENCE

INQUIRY AND INVESTIGATION

SCIENCE 6

The sixth grade science program focuses on integrating life science, earth science and physical science. The course is aligned with the New York State Science Learning Standards. By using crosscutting concepts, students engage in the themes that connect all of the sciences. As students develop their content understanding, they are also immersed in laboratory experiences that help build their science and engineering practices. Topics include cells, growth, reproduction, space systems, and forces.

CROSS-CUTTING & EXPERIMENTATION

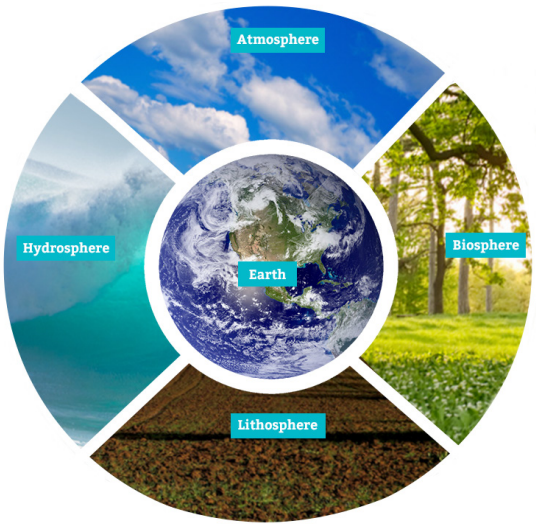
SCIENCE 7

The seventh grade science program builds upon content from 6th grade and continues integrating life science, earth science and physical science. The course is aligned with the New York State Science Learning Standards. By using crosscutting concepts, students engage in the themes that connect all of the sciences. As students develop their content understanding, they are also immersed in laboratory experiences that help build their science and engineering practices. Topics include the structure of matter, chemical reaction, ecosystems, evolution and earth systems.

SCIENCE OPTIONS IN GRADE 8

SCIENCE 8

The eighth grade science program will emphasize the Three Dimensions of the Next Generation Science Standards (crosscutting concepts, inquiry- based learning, and disciplinary core ideas) while meeting the New York State Science Learning Standards. Science 8 will build upon the current spiraled science curriculum in grades 6 and 7 and include an emphasis on STEM principles. The focus will be on elements of the living environment and the physical setting such as ecology, astronomy, meteorology, and geology. This course prepares enrolled 8th grade students for future participation in high school laboratory science courses beginning in grade 9. Additionally, the New York State Grade 8 Intermediate Science Assessment will be administered in the spnng.



EARTH SCIENCE: THE PHYSICAL SETTING

This is a N.Y.S. Regents course. Students explore the physical laws of nature by studying the Earth and its place in the Universe. Topics include the universe and solar system, weather, Earth and rocks and minerals. Laboratory work is a part of this course. All students take the Regents examination at the conclusion of the course. Students will receive one unit of high school credit for this course provided they pass the course and the Earth Science Regents Examination. For the Earth Science Regents examination, 1200 minutes of hands-on laboratory work with satisfactory reports is required for entrance into the Regents examination, to pass the course and/or to retake the course in summer school.

SOCIAL STUDIES - CIVICS & CITIZENSHIP

SOCIAL STUDIES 6

Students will study the history, government, geography, and cultures of selected eastern hemispheric ancient and classical civilizations. They will focus on the cultural influences these societies had on western culture and thought. Research opportunities will connect these civilizations of the ancient world with current events shaping the modern world.

SOCIAL STUDIES 7

Students will be introduced to a two year course of study in American history and geography that chronologically begins with the Age of Exploration and continues through the Reconstruction period. This course provides students with the necessary tools to make decisions, solve problems, understand the democratic process, interpret data, and become aware of issues and policies impacting national, state, and local governments. Particular emphasis and focus will be given to topics such as colonization of the New World, Native Americans, the American Revolution, government in action, westward expansion, and the Civil War. The skills learned in Social Studies 7 are the building blocks for success in Social Studies 8.

SOCIAL STUDIES 8

Students taking Social Studies 8 continue the study of American History from the end of Reconstruction to the present time. Students will study the following topics: industrialization, immigration, progressivism and reform, World War I, the Great Depression, World War II, the Cold War, and contemporary America. Students will engage in the development of comprehension and writing skills through primary source readings and inquiry based research projects. Media literacy, document analysis, critical thinking, and persuasive evidence-based writing are emphasized in order to prepare students for ninth grade course options that include Advanced Placement choices.

TECHNOLOGY
THE FUTURE OF WORK

GRADE 6 TECHNOLOGY

Through reading, writing, problem-solving challenges, hands-on experiences, mind engaging activities, and discussion, Technology 6 students will learn how technology developed through the ages, and how it influences our lives today. Students will study robotics using LEGO Mindstorms EV3 platform. Students build and program robots in applications focused on responsive real-time autonomy through repeated decisions, variable tracking, and data logging.

GRADE 7 TECHNOLOGY

Grade 7 Technology includes an introduction to the engineering design process as students use their previous knowledge of programming and LEGO Mindstorms EV3 design to solve real-world problems within a series of projects and challenges. Students will also be introduced to the world of energy that includes digital photography, web page design, virtual modeling, and engineering of solar and battery powered cars.

GRADE 8 TECHNOLOGY

In this course students will design, engineer and test solutions to problems. Using a cloud- based virtual modeling application students design, analyze, and create manufacturing outputs for CO2 powered dragsters in a virtual race. This course develops a practical understanding of technical drawing, design and engineering. Using the engineering process, students will complete engineering challenges requiring them to apply all programming, engineering, and design knowledge learned to develop effective LEGO Mindstorms EV3 designs.

WORLD LANGUAGE

FRENCH | ITALIAN | KOREAN
CHINESE | SPANISH

Students will study World Language in all three years of middle school and may select Chinese, French, Italian, Korean, or Spanish for their language sequence. Language classes inspire intercultural competence and promote an interest in our diverse world, in addition to developing passion for lifelong learning about language and culture. Syosset's World Language program follows the New York State syllabus for Languages Other Than English and the American Council on the Teaching of Foreign Languages (ACTFL) World Readiness Standards and Proficiency Guidelines. The New York State curriculum includes three checkpoints along the proficiency continuum, Checkpoints A (8th grade), B (10th grade), and C (12th grade). Students' proficiency in the language grows through participation in units centered on Personal Identification, Family Life, House and Home, Education, Community and Neighborhood, Food and Meal-Taking, Shopping, Health and Well Being, Earning a Living, Physical Environment, Leisure, Public and Private Services, and Travel.

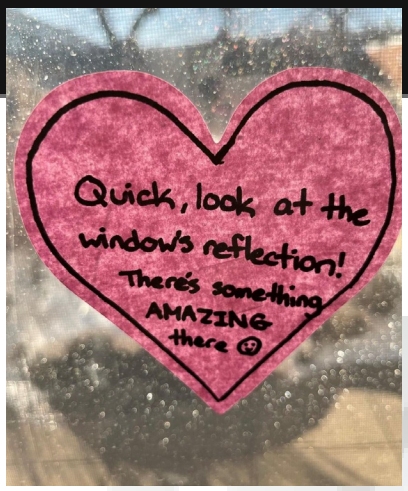
WORLD LANGUAGE 6

Students are introduced to the target language and culture. The curriculum focuses on developing listening and speaking skills through various communicative and interactive activities. Students develop an appreciation for communicative competency and cultural diversity.

WORLD LANGUAGE 7 & 8

Students develop the language skills of listening, reading, writing and speaking through interpretive, interpersonal, and presentational tasks. The students engage in a variety of interactive activities focused on language and culture. Those who successfully complete two units of study in a Language Other Than English in middle school and pass the final examination aligned with Checkpoint A in Grade 8 will earn one high school credit and continue on to Level 2 in high school.

ENRICHMENT & SUPPORTS



Middle school philosophy emphasizes self- authored and self- initiated learning experiences in a supportive, differentiated environment. Students will develop their multiple talents in a variety of ways, in a variety of curriculum areas, and acrossmultiple club and extra-curricular offerings.

ADVISORY

Our Advisory Programs offer all students small- group connections among students and teachers on a daily basis.

MULTI- TIERED SYSTEM OF SUPPORT

The middle schools use a collaborative team approach to evaluating students' needs for additional academic and social- emotional supports. Our multi- disciplinary teams are comprised of academic teachers, guidance counselors, psychologists, and social workers.

SUPPORT CLASSES

Students identified as needing academic support may be scheduled for lab classes, workshops, or in instructional support setting.

PROJECT BEYOND 6

Students in Project Beyond in elementary school may choose to continue in an alternate- day,full- year Project Beyond course in 6th grade.

GRADE 8 ELECTIVES

CAREER EXPLORATION

21st Century CTE

In this course, students experience project-based learning and real-world applications through an exploration of themes such as Career and Community Opportunities, Communication and Interpersonal Relationships, Financial & Consumer Literacy, Problem-Solving and Innovation, and Sustainability. These themes will be embedded in the Career and Technical Education content modules for Family and Consumer Sciences and Business and Marketing.

RESEARCH SKILLS FOR HS & LIFE

INTRODUCTION TO RESEARCH METHODS

This course enables students to apply interests, knowledge, creative ideas, critical thinking and research skills to a selected problem and to produce an individual research project. The skills and strategies taught will focus on evaluating resources, selecting a topic, investigating, creating, organizing and writing an in-depth research paper.