

# Herricks Middle School

*Program of Studies*



2023-2024

HERRICKS PUBLIC SCHOOLS



**HERRICKS MIDDLE SCHOOL  
PROGRAM OF STUDIES**

**2023-2024**

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The Herricks Union Free School District does not discriminate on the basis of race, color, national or ethnic origin, handicapping condition, religion, age, sex, or marital status.

In compliance with Title IX of the Education Act of 1972, it is the policy of the Herricks Board of Education that there shall be no discrimination on the basis of sex, with respect to the educational program and course offerings described in this book. This means that every course is open to both girls and boys. Courses may not be offered, however, if enrollment is insufficient, subject to a review by the Board of Education.

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# HERRICKS MIDDLE SCHOOL DIRECTORY

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Rosemarie Faust, Secretary	516-305-8633
Assistant Principal - Gina Horton	516-305-8603
Assistant Principal - Matt Hubbard	516-305-8602
Athletic Coordinator - Craig Stern	516-305-8615
English/Reading/Library - Dr. Michael Imondi, Director	516-305-8711
Fine and Performing Arts - Anissa Arnold, Director	516-305-8767
Guidance - Natasha Khan, Director	516-305-8621
Dennis Conroy, Guidance Counselor	516-305-8660
Stephanie Gallo, Guidance Counselor	516-305-8658
Kerrin Melendez, Guidance Counselor	516-305-8659
Sharon Schultz, Secretary	516-305-8657
Library Media Center - Jodi Thompson	516-305-8609
Mathematics and Business - James Zervas, Director	516-305-8613
Nurse - Dana Lieberman	516-305-8642
Physical Education and Health - Jim Petricca, Director	516-305-8769
Science - Diane McCabe, Chairperson	516-305-8617
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Allison Barshak, Director	516-305-8881
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Angela Raio, Secretary	516-305-8884
Social Studies - Tony Cillis, Director	516-305-8718
Special Education - Dr. Robyn Tsiokos, Chairperson	516-305-8629
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# PREFACE

## THE CORE CURRICULUM

Students are assigned in groups to teams for their core subjects. This means that approximately fifty to one hundred and twenty-five students of a single grade level are assigned to a single team of two to five teachers who teach the core subjects. These teachers cooperate by meeting during a team planning period when they discuss students' instructional needs, plan upcoming activities, divide the flex block of time according to subject needs, and integrate the curricular areas. Teacher teams integrate subjects when appropriate by designing learning experiences that emphasize the interdependence of curricula, perhaps through projects, common skill instruction, related concepts, or thematic units. Teams also infuse career education activities into the core curriculum. Although students are assigned to specific teams, teachers within the team regroup students as appropriate for particular instructional activities. Teachers make such regrouping decisions during team meetings, basing their decisions on the needs and progress of individual students. Students who need remediation in particular skill areas receive remediation during the flex period or through other courses and/or programs.

## COURSES FOR HIGH SCHOOL CREDIT

Students in middle school have the opportunity to take up to three courses for high school credit. When a student takes a high school credit-bearing course (Algebra, Chinese I, Earth Science, French I, Italian I, or Spanish I), the credit (if earned) and course count toward high school graduation requirements and the student's final grade for the course is included in the student's high school grade point average (GPA) when computed at the high school level.

## LANGUAGE IMMERSION PROGRAM

As the students progress to the Middle School from our elementary immersion program at Denton Avenue, they will take a specifically-designed Spanish class that will strengthen and expand their proficiency in the language. As a means of offering another opportunity to use the Spanish language, students will have the content of their Social Studies class delivered in Spanish. Students in the language immersion program will have the opportunity to earn up to five high school credits, three of which are in the World Languages.



## SHELTER ROCK ACADEMY

The Shelter Rock Academy is an alternative learning environment offering students a full range of courses in a small, off-campus, and supportive environment. Through the establishment of a community-based culture, students are encouraged to focus on their goals, develop their strengths, improve their self-perception and accept responsibility for their actions and choices. In a partnership between teachers, mental health professionals, and administrators, students have the opportunity to improve their academic standing and interpersonal skills.

## ELECTIVE OPTIONS

The middle school provides a variety of learning experiences through elective options. Through these courses, students have opportunities to develop new interests and discover new abilities with the specialized staff and facilities of the middle school. Elective options vary in their meeting schedules and in the amount of curriculum they cover. When completing the final course schedules, courses may not be offered based on student interest and budget considerations. Therefore, proper planning also includes consideration of alternative course selections. Scheduling conflicts may necessitate scheduling alternative course selections. Every effort will be made to accommodate student interests and needs when courses are canceled, or conflicts occur. In some cases, additional budget considerations may require that courses may not be offered in a given year and impacted students should select an alternative course.

## GRADING

Grades are reported quarterly and will be made available online through the Parent Portal.

### GRADING SCALE

Grade	Percentage	GPA
A+	95% - 100%	4.0
A	90% - 94%	3.6667
B+	85% - 89%	3.3333
B	80% - 84%	3.0
C+	75% - 79%	2.5
C	70% - 74%	2.0
D	65% - 69%	1.0
F	< 65%	0.0

## REPORT CARDS

Students receive four report cards per year in middle school. Report cards provide students with a final quarter letter grade for each different academic area. Report cards are made available online through the parent portal at [www.herricks.org/parentportal](http://www.herricks.org/parentportal).

## HONOR ROLL

The Middle School Honor Roll, published at the conclusion of every marking period, recognizes academic excellence. To be eligible, a student must earn a grade point average of 3.66 on a 4.0 scale.

## INSTRUCTIONAL AREAS OF STUDY

The following pages outline major skills and content which students are expected to learn at each of the middle school grade levels while enrolled in specific courses. This display is not to be considered a complete listing of what students are taught and expected to achieve. Parents who desire to review the full range of grade-level objectives or program descriptions are encouraged to review local and state curriculum guides and text materials available in each school and/or contact the supervisor of the instructional area.

# GRADE 6 CURRICULUM

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## CORE CURRICULUM

### ENGLISH LANGUAGE ARTS

#### **ENGLISH LANGUAGE ARTS 6**

*Full-year, everyday*

The Sixth Grade English Language Arts program is designed to help students develop and exercise higher-level thinking skills in reading and writing by analyzing, synthesizing, and critiquing literary and informational text. Students have the opportunity to exercise these skills as they explore a variety of genres in fiction and informational text, including novels, short stories, essays, and articles. Sample units may include personal narrative, persuasive essay, literary essay, and nonfiction writing. The program also fosters skills in vocabulary, spelling and grammar. Students are expected to actively engage in independent reading, set independent reading goals, and select texts that both match interests and challenge them to grow as readers.

### MATHEMATICS

#### **MATH 6**

*Full-year, everyday*

The Grade 6 Math curriculum is based on the NYS Common Core State Standards. This course is designed to help students begin the transition from arithmetic to algebraic thinking. Students will have opportunities to work at enrichment projects and participate in STEAM activities. It includes concepts of ratio and rate to solve problems; extending the understanding of multiplication and division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers. Students will develop algebraic thinking through the investigation of patterns, the use of expressions, equations and inequalities to represent relationships, and develop an understanding of statistical thinking. Throughout the course, there is an emphasis on problem-solving, communication, reasoning, representations, and connections. All students will be

challenged to extend their Math abilities with individualized and differentiated instruction.

### SCIENCE

#### **SCIENCE 6**

*Full-year, everyday*

Our sixth-grade Science program begins with an introduction to the Scientific Method through observation and experimentation. The Ecology unit is a study of the relationship between ecosystems and the biotic and abiotic factors that are found within them. We also take a look at all of the land biomes found on Earth. We examine their characteristics and the factors that affect them. Our annual field trip to the Bronx Zoo looks at animals and how they are adapted to their environments. The remainder of this course has been designed to follow the New York State Science Learning Standards/Next Generation Science Standards for Middle School - Life Sciences. Our students are introduced to the following areas of study: From Molecules to Organisms: Structure and Processes, Heredity: Inheritance and Variation of Traits, and Biological Evolution: Unity and Diversity. This is a laboratory-centered course allowing students to discover and understand the various areas of study.

### SOCIAL STUDIES

#### **SOCIAL STUDIES 6**

*Full-year, everyday*

The grade 6 social studies program emphasizes the interdependence of all people specifically concentrating on ancient civilizations and the Eastern Hemisphere. The program focuses on a social science perspective emphasizing the interaction of geography, economics and history. These core disciplines are used to develop and draw relationships and understandings about social/cultural, political, and historic aspects of life during the earliest civilizations of mankind. Students will begin to think and use skills a historian might have to answer questions including describing their conclusions with research.

## ADDITIONAL COURSES

### ART & RELATED ARTS

#### **ART 6**

*Half-year, alternate day*

In sixth grade, art classes meet on an alternating day basis for one half of the year. The curriculum strives to balance the creative expression of childhood with the growing awareness and need for self-expression that is typical of the middle school experience. Your child will be exposed to many different art materials and techniques as he or she creates and interprets works of art. The creative process is emphasized, and your child is encouraged to make decisions about imagery based on class discussion on the elements and principles of design. Concepts that are stressed include the use of color, balance, shape, space and composition. Projects may include creating Chinese Dragon illustrations, Alien Invasion perspective designs and many other multicultural art projects. Your child will study the art of different cultures from around the world and incorporate that knowledge into the successful completion of all of his or her projects. Students will have many opportunities to display their artwork in the Middle School and in other district-wide art shows.

#### **FAMILY AND CONSUMER SCIENCE 6**

*Half-year, alternate day*

This student centered course will focus on building 21st Century Skills of communication, collaboration, creativity, citizenship and career development through the various content areas within the Family and Consumer Sciences. In this introductory course students will learn that they have the power to control their futures by making informed, educated and rational decisions. The goal in this course is to begin to prepare students with the life skills necessary to lead productive and fulfilling lives. Units of study in the 6th grade FACS curriculum will include Personal Development and Citizenship, Introduction to Sewing and Textiles, Culinary Arts, Safety and Nutrition.

#### **TECHNOLOGY 6**

*Half-year, alternate day*

The 6th grade Technology program is an introduction to design and engineering fundamentals for students. Students will learn about the design process and how to creatively problem solve through hands-on, project based learning. Students will learn methods for communicating designs through sketches, drawings, and models. The course will utilize Project Lead the Way components and activities to bring real world learning into the classroom.

### FLEX

#### **FLEX 6**

*Full-year, everyday*

Flex periods are designed to create interdisciplinary opportunities, create cohesive teams, and build a sense of community within the school day. Flex periods are designed around the 4C's of 21<sup>st</sup> Learning (Collaboration, Critical Thinking, Communication and Creativity) outside of the traditional curriculum frameworks. Much of the work in the FLEX period will be project-based learning opportunities.

### GEMINI

#### **GEMINI 6**

*Full-year, alternate day*

The Herricks Gemini Program enhances the educational experiences of individual students as learners. Our goal is to foster creativity and critical, innovative thinking in the development of self-directed and meaningful citizens in an ever changing global society. Gemini students (as determined in elementary school) engage in enrichment lessons focused on higher level thinking skills and connected to the 6 Cs of the Portrait of the Graduate. Seminars may include trips, projects, guest speakers, competitions, and exhibitions.

## HEALTH & PHYSICAL EDUCATION

### HEALTH

#### *Half-year, alternate day*

Middle School Health Education classes are designed to give students information about contemporary health issues, factual information, and to learn about the decision-making process. High risk behaviors and their consequences are explored at great length. Our health education courses offer an activity-based curriculum, in which students are afforded the opportunity to work in small groups on various research projects. A basic understanding of wellness is enhanced, as the students assist one another in recognizing the influential forces that act upon them, such as advertising and peer pressure. Topics covered are as follows, but not limited to: stress management, food and fitness, drugs and alcohol, communication, decision making, dating and relationships, sex education, male and female reproductive systems.

### PHYSICAL EDUCATION

#### *Full-year, Alternate Day*

Your child will be introduced to a variety of activities during their physical education class. Our program is fitness-oriented in nature, but it provides students the opportunity to experience problem solving tasks, sports oriented games, cooperative activities, team and individual sports and lifetime activities. Proper attire is expected of every child participating in physical education. This should include: athletic socks, sneakers, athletic shorts or sweatpants, a T-shirt or sweatshirt. To help ensure safety, we ask all students to refrain from wearing jewelry during physical education class. Every student is issued a physical education locker. Students may keep a change of clothing in their locker to wear during physical education class. We strongly recommend the students bring a change of clothing on a regular basis for physical education class. We also recommend that students keep their personal belongings in their locker during physical education class. On the middle school web-site, we post a monthly fitness calendar which includes daily exercises for your child to complete. Parents are asked to sign off on the fitness calendar, indicating that their child has completed the exercises which are listed.

## MUSIC

### **BAND 6 / CHORUS 6 / MUSIC 6 / ORCHESTRA 6**

#### *Full-year, alternate day*

Your child will experience music in one of the four-course offerings: band, chorus, orchestra, or music. In music, it is our goal to provide students with the knowledge and skills necessary to make music a meaningful part of everyday life. Students with prior experience playing an instrument can be a member of the band or orchestra. In the performing groups, students develop ensemble skills as well as enhance their individual skills. The performing groups are featured in evening concerts each year during December and May. Because each member of the ensemble is important, all students are required to participate in these performances. Students enrolled in band or orchestra will also attend one sectional (group lesson) per week. During sectionals, students will receive individualized attention to help them become more successful in playing their instrument. Sectionals are scheduled during the school day on a rotating basis. Each year will expand on musical concepts from the previous year.

## WORLD LANGUAGE

### **CHINESE 6 / FRENCH 6 / ITALIAN 6 / SPANISH 6**

#### *Full-year, alternate day*

Students begin their study of French, Italian, Chinese, or Spanish in the sixth grade. World Language teachers strive to teach in the target language as much as possible, immersing students in their language of choice. Students will learn basic vocabulary through the use of games, skits, and role plays, videos, music, crafts, fantasy trips and other activities, all set within thematic units such as time, weather, and family. Lessons will require students to use all four learning modalities: listening, speaking, reading, and writing. In addition to learning about the culture, traditions, customs and folkways of the French, Italian, Chinese, and Spanish people, your child will come to understand the effect of these languages on the New York area and its people.

## **SPANISH LANGUAGE IMMERSION 1**

***\*\*This is a high school credit-bearing course\*\****

***Full-year, alternate day***

The Spanish Language Immersion 1 course is designed to meet the needs of our learners by providing them with an accelerated language learning experience that meets their level of proficiency due to the many years of content delivered in Spanish at the elementary level.

Students read short stories, learn about the many different cultures that exist within the Spanish speaking world, and begin to fine-tune their speaking, listening, reading and writing. The formal study of Spanish

grammar is introduced in this course to ensure accuracy. Students will continue to develop the social and academic language that they started at Denton Avenue. The addition of a Spanish course for immersion students is the next step to help increase their level of proficiency and to broaden their experiences. The themes of the Advanced Placement (AP) Spanish Language & Culture high school course will be taught beginning in grade six. This Spanish 1 course is offered on alternate days for the entire year. Students end the year with a performance-based assessment. After successful completion, students will receive one unit of HS credit.

# GRADE 7 CURRICULUM

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## CORE CURRICULUM

### ENGLISH LANGUAGE ARTS

#### ENGLISH LANGUAGE ARTS 7

*Full-year, every day*

Seventh-grade English Language Arts classes are designed to help students develop critical skills in reading, writing, listening, and speaking. Emphasis is placed on developing research skills, forming and defending arguments, and analyzing fiction and nonfiction texts, including novels, short stories, poems, and articles. Students will be expected to actively engage in independent reading, selecting texts that both match their interests and challenge them to grow as readers.

### MATHEMATICS

#### MATH 7

*Full-year, every day*

The Grade 7 Math curriculum is based on the NYS Common Core State Standards for Grade 7. This course focuses on problem-solving with rates, ratios, and proportional relationships. Students will apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers; use properties of operations with fractions to add, subtract, multiply and divide rational numbers; use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations. Topics will also include the study of geometry, probability and statistics. Students take the NYS Grade 7 Math Assessment.

#### MATH 7 ACCELERATED

*Full-year, everyday*

The Grade 7 Advanced course is based on a compact Grade 7 and Grade 8 Pre-algebra curriculum. This is a rigorous and fast paced course and prepares students for the Algebra 1 course in Grade 8. Students will develop an understanding of and applying proportional relationships; operations with rational numbers and working with expressions and linear equations. They will also study geometric constructions, working with two-

and three-dimensional shapes to solve problems involving area, surface area, and volume. Students will develop an understanding of statistics topics such as drawing inferences about populations based on samples. Students will study grade 8 topics which include formulating and reasoning about expressions and equations, solving linear equations and systems of linear equations and understanding and applying the Pythagorean Theorem. Students will take the Grade 7 NYS Math Assessment.

### SCIENCE

#### SCIENCE 7

*Full-year, everyday*

Our seventh grade Science curriculum is an in-depth focus into the Physical Sciences. This course has been designed to follow the New York State Science Learning Standards/Next Generation Science Standards for Middle School – Physical Sciences. Our students are introduced to the following areas of study: Matter and its Interactions, Motion and Stability; Forces and Interactions, Energy, Waves and Their Applications. There are many laboratory experiments and Design Challenges performed throughout the year related to the various topics being taught.

### SOCIAL STUDIES

#### SOCIAL STUDIES 7

*Full-year, every day*

The seventh-grade course is the beginning of a two-year historical study of the United States and New York State. The governments are analyzed with respect to their establishment, structure, and actual workings. The major units of study include pre-Columbian culture, European exploration and colonization of the Americas, colonial life, creation of the United States, and life in the United States through the Civil War. The course teaches basic concepts concerning social history, political science, geography, sociology, anthropology, and archeology. At the same time, skills such as reading maps and globes, researching, writing, listening, reading primary and secondary source material, and evaluating media are developed.

## ADDITIONAL COURSEWORK

### ART & RELATED ARTS

#### **ART 7**

##### *Half-year, alternate day*

Instruction aims to develop a strong basic vocabulary of expression as your child continues to explore the use of creative materials, improves technical abilities, and resolves more complicated visual problems. Concepts include a greater understanding of color theory, the use of perspective techniques to create the illusion of depth, and using value changes and shading to indicate form. The development of balanced compositions continues to be stressed. Drawing from observation is encouraged through still life models and landscape drawing assignments. Projects may include a Self-Design Color Wheel, a Disney-inspired study using various colors, and an exploration of American artists using color as their main objective. An interdisciplinary view of art and the history of American art provide connections with other curriculum areas. Students will have many opportunities to display their artwork in the Middle School and other district-wide art shows.

#### **FAMILY & CONSUMER SCIENCE 7**

##### *Half-year, alternate day*

Students enrolled in 7th Grade Family and Consumer Sciences will explore the various areas of study through real-life application and problem-solving techniques. In this hands-on course, students develop life skills along with positive self-concepts. This curriculum goal will be achieved through a positively enriched standards-based program. Throughout this course, students will learn to manage their resources and grow to become informed consumers. Units of study will include Career Exploration, Financial Values and Management, Sewing and Textiles, and Culinary Arts.

#### **TECHNOLOGY 7**

##### *Half-year, alternate day*

The emphasis of the Technology 7 curriculum is the integration of Science, Technology, Engineering, and Math (STEM). Students will engage in hands-on building and problem-solving activities. Tech 7 focuses on the following areas: An Introduction to Technical Drawing; Engineering Structures; Simple Machines; Catapults; as well as Inventors and Inventions. Safety is

a major priority in the Technology labs. All students are required to demonstrate their knowledge of the equipment and proper procedures before being allowed to operate any of the machinery. Students will work both individually and in teams to research, design, and construct a prototype that fulfills each project's guidelines. Problem-solving, construction skills, organizational skills, resourcefulness, logical thinking, and working cooperatively with group members are all practiced daily in the Technology classroom. Many student projects will be exhibited throughout the year in special showcases in the Middle School and in the District Art Gallery at the Community Center.

### FLEX

#### **FLEX 7**

##### *Full-year, everyday*

Flex periods are designed to create interdisciplinary opportunities, create cohesive teams, and build a sense of community within the school day. Flex periods are designed around the 4C's of 21<sup>st</sup> Learning (Collaboration, Critical Thinking, Communication and Creativity) outside of the traditional curriculum frameworks. Much of the work in the FLEX period will be project-based learning opportunities.

### GEMINI

#### **GEMINI 7**

##### *Full-year, alternate day*

The Herricks Gemini Program enhances the educational experiences of individual students as learners. Our goal is to foster creativity and critical, innovative thinking in the development of self-directed and meaningful citizens in an ever changing global society. Gemini students (as determined in elementary school) engage in enrichment lessons focused on higher level thinking skills and connected to the 6 Cs of the Portrait of the Graduate. Seminars may include trips, projects, guest speakers, competitions, and exhibitions.



## HEALTH & PHYSICAL EDUCATION

### HEALTH

#### *Half-year, alternate day*

Middle School Health Education classes are designed to give students information about contemporary health issues, factual information, and to learn about the decision-making process. High-risk behaviors and their consequences are explored at great length. Our health education courses offer an activity-based curriculum, in which students are afforded the opportunity to work in small groups on various research projects. A basic understanding of wellness is enhanced, as the students assist one another in recognizing the influential forces that act upon them, such as advertising and peer pressure. Topics covered are as follows, but not limited to: stress management, food and fitness, drugs and alcohol, communication, decision making, dating and relationships, sex education, male and female reproductive systems.

### PHYSICAL EDUCATION

#### *Full-year, alternate day*

Your child will be introduced to a variety of activities during their physical education class. Our program is fitness-oriented, but it provides students the opportunity to experience problem-solving tasks, sports-oriented games, cooperative activities, team and individual sports, and lifetime activities. Proper attire is expected of every child participating in physical education. This should include athletic socks, sneakers, athletic shorts or sweatpants, and a T-shirt or sweatshirt. To help ensure safety, we ask all students to refrain from wearing jewelry during physical education class. Every student is issued a physical education locker. Students may keep a change of clothing in their locker to wear during physical education class. We strongly recommend the students bring a change of clothing regularly for physical education class. We also recommend that students keep their personal belongings in their locker during physical education class. On the middle school website, we post a monthly fitness calendar that includes daily exercises for your child to complete. Parents are asked to sign off on the fitness calendar, indicating that their child has completed the exercises which are listed.

## MUSIC

### **BAND 7 / CHORUS 7 / MUSIC 7 / ORCHESTRA 7**

#### *Full-year, alternate day*

Your child will experience music in one of the four course offerings: band, chorus, orchestra, or general music. In music, it is our goal to provide students with the knowledge and skills necessary to make music a meaningful part of everyday life. Students with prior experience playing an instrument can be a member of the band or orchestra. In the performing groups, students develop ensemble skills as well as enhance their individual skills. The performing groups are featured in evening concerts each year during December and May. Because each member of the ensemble is important, all students are required to participate in these performances. Students enrolled in band or orchestra will also attend one sectional (group lesson) per week. During sectionals time, students will receive individualized attention to help them become more successful in playing their instrument. Sectionals are scheduled during the school day on a rotating basis. Each year will expand on musical concepts from the previous year.

## WORLD LANGUAGE

### **CHINESE 7 / FRENCH 7 / ITALIAN 7 / SPANISH 7**

#### *Full-year, everyday*

Students continue their study of French, Italian, Chinese, or Spanish in the seventh grade by expanding their vocabulary and use of linguistic structures through the exploration of new and revisited themes. Spanish Immersion students will continue with the AP themes. There will be increased expectations for students to communicate in the target language to build their confidence and skills. Instruction will be entirely in the target language to support the students' efforts towards this goal. Elements of culture will be woven into instructional units to give students an appreciation of customs, foods, music and other aspects of life. Grade 7 World Language courses are offered daily for the entire school year

## **SPANISH LANGUAGE IMMERSION 2**

*\*\*This is a high school credit-bearing course\*\**

*Full-year, every day*

The Spanish language immersion 2 course continues to meet the needs of our learners by providing them with an accelerated language learning experience that meets their high level of proficiency. Students will continue to

develop the social and academic language by using the themes of the Advanced Placement (AP) Spanish Language & Culture course. Students continue to focus on sharpening their listening, reading, writing, and speaking skills. Students end the year with a performance-based assessment..

# GRADE 8 CURRICULUM

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## CORE CURRICULUM

### ENGLISH LANGUAGE ARTS

#### ENGLISH LANGUAGE ARTS 8

*Full-year, everyday*

The Eighth Grade English Language Arts program is one filled with analytical reading, powerful writing, and insightful discussions. Skills for processed as well as timed writing are emphasized, particularly organizing, drafting, developing, revising, and editing. Students are introduced to a variety of texts, both fiction and nonfiction, including novels, short stories, poems, essays, and articles. A strong emphasis is placed on creating, writing, and defending arguments for both fiction and nonfiction texts. Students are encouraged to explore and challenge their independent reading choices. In addition, research skills are refined and broadened to prepare students for the rigors of high school.

### MATHEMATICS

#### ALGEBRA ACCELERATED

*Full-year, everyday*

***\*\*This is a high school credit bearing course\*\****

The Grade 8 Algebra course is based on the NYS Common Core Standards for 8th grade and Algebra I. This compacted, rigorous and fast paced curriculum focuses on in-depth understanding of functions and problem solving with polynomial, linear, exponential and quadratic functions. Students will study properties of exponents, operations with polynomial expressions, rational and irrational numbers. Students will examine Geometry concepts of congruence, similarity and transformations. Modeling with mathematics and problem solving are emphasized in this course. The use of a graphing calculator is required. Students take the Algebra I Regents exam in June.

#### PRE-ALGEBRA

*Full-year, everyday*

The pre-algebra curriculum is based on the NYS Common Core State Standards for Grade 8. This pre-algebra course focuses on working with expressions, solving equations and systems of equations; exponents, radicals and functions. Students will examine Geometry concepts of congruence, similarity and transformations. Students in this course will take the NYS Grade 8 Math Assessment.

### SCIENCE

#### EARTH SCIENCE

*Full-year, everyday*

***\*\*This is a high school credit bearing course\*\****

Earth Science is a high school level course that follows the New York State Earth Science Regents curriculum. Many of the areas of study included within this curriculum are: Meteorology, Geology, Astronomy, Plate Tectonics and a wide variety of related topics. Students have seven and a half periods of science per week, with a minimum of 30 hours of laboratory required experiments. The New York State Earth Science Regents Exam is the culminating assessment for this course. The final grade in this course is recorded on the high school transcript. Admission to this course requires the recommendation of the student's seventh grade science teacher. This recommendation is based on the student's overall academic performance.

#### SCIENCE 8

*Full-year, everyday*

Our eighth grade Science curriculum is an in-depth focus into Earth and Space Sciences. This course has been designed to follow the New York State Science Learning Standards/Next Generation Science Standards for Middle School – Earth and Space Sciences. Our students are introduced to the following areas of study: Space Systems: Earth-Sun-Moon Systems, History of the Earth: Geology, Earth Systems, Weather and Climate, Human Impacts on Earth. There are many laboratory experiments and Design Challenges performed throughout the year related to the various topics being taught. Students enrolled in this course will take the New York State Intermediate Level Science Exam at the end of eighth grade.

## SOCIAL STUDIES

### **SOCIAL STUDIES 8**

*Full-year, everyday*

The eighth grade course is a continuation of the seventh grade course beginning with the Civil War. The major units are the Reconstruction Period after the Civil War, industrialization in the 1880's, and the United States as a world power, the United States between wars, and the United States assumes world responsibilities and life in an era of transition. Skill development in reading maps and globes, researching, writing, listening, reading primary and secondary source material, and evaluating media is continued throughout the year.

## ADDITIONAL COURSEWORK

*Additional coursework that is required for all eighth grade students is identified with an asterisk (\*)*

### **COMPUTERS\***

*Half-year, alternate day*

The Computer class is specifically designed to cover the Google Suite of applications. Learning this suite of software equips students with key 21st century skills. While the majority of curriculum encompasses Google's productivity suite, other websites and other web topics are also discussed such as Internet Research, Internet Safety and other Web 2.0 tools.

## HEALTH & PHYSICAL EDUCATION

### **HEALTH\***

*Half-year, alternate day*

Middle School Health Education classes are designed to give students information about contemporary health issues, factual information and to learn about the decision making process. High risk behaviors and their consequences are explored at great length. Our health education courses offer an activity-based curriculum, in which students are afforded the opportunity to work in small groups on various research projects. A basic understanding of wellness is enhanced, as the students assist one another in recognizing the influential forces that act upon them, such as advertising and peer

pressure. Topics covered are as follows, but not limited to: stress management, food and fitness, drugs and alcohol, communication, decision making, dating and relationships, sex education, male and female reproductive systems.

### **PHYSICAL EDUCATION\***

*Full-year, alternate day*

Your child will be introduced to a variety of activities during their physical education class. Our program is fitness oriented in nature, but it provides students the opportunity to experience problem solving tasks, sports oriented games, cooperative activities, team and individual sports and lifetime activities. Proper attire is expected of every child participating in physical education. This should include: athletic socks, sneakers, athletic shorts or sweatpants, a T-shirt or sweatshirt. To help ensure safety, we ask all students to refrain from wearing jewelry during physical education class. Every student is issued a physical education locker. Students may keep a change of clothing in their locker to wear during physical education class. We strongly recommend the students bring a change of clothing on a regular basis for physical education class. We also recommend that students keep their personal belongings in their locker during physical education class. On the middle school web-site, we post a monthly fitness calendar which includes daily exercises for your child to complete. Parents are asked to sign off on the fitness calendar, indicating that their child has completed the exercises which are listed.

## MUSIC

### **BAND 8 / CHORUS 8 / ORCHESTRA 8**

*Full-year, alternate day*

Your child will experience music in one of the three-course offerings: band, chorus, or orchestra. In music, it is our goal to provide students with the knowledge and skills necessary to make music a meaningful part of everyday life. Students with prior experience playing an instrument can be a member of the band or orchestra. In the performing groups, students develop ensemble skills as well as enhance their individual skills. The performing groups are featured in evening concerts each year during December and May. Because each member of the ensemble is important, all students are required to participate in these performances. Students enrolled in band or orchestra will also attend one sectional (group lesson) per week. During sectionals time, students will receive individualized attention to help them become more successful in playing their instrument. Sectionals are scheduled during the school day on a rotating basis. Each year will expand on musical concepts from the previous year.

## WORLD LANGUAGE

### **CHINESE I / FRENCH I / ITALIAN I / SPANISH I**

*Full-year, every day*

***\*\*These are high school credit-bearing courses\*\****

After two years of studying French, Italian, Chinese, or Spanish grade 8 students progress in their ability to communicate in and understand their chosen language. A wide variety of activities that build on those used in grades 6 and 7 will keep students immersed in the language and give them multiple opportunities to continue to increase their confidence and skills. Spanish Immersion students will continue with the AP themes. Communication skills are fostered by exploring topics that will prepare students for their continued language study in the high school. An increased emphasis on culture will deepen students' understanding of life in the countries whose language they are studying. Grade 8 courses culminate in the Checkpoint A exam for all students, except for Spanish immersion; students receive one Regents level credit for passing Grade 8 World Language and the Checkpoint A exam.

## SPANISH LANGUAGE IMMERSION 3

***\*\*This is a high school credit-bearing course\*\****

*Full-year, every day*

The Spanish language immersion 3 course continues to meet the needs of our learners by providing them with an accelerated language learning experience that meets their high level of proficiency. Students will continue to develop the social and academic language by exploring the themes of the Advanced Placement (AP) Spanish Language & Culture course. Students continue to focus on sharpening their listening, reading, writing, and speaking skills. This Spanish LI 3 course is offered every day for the entire year. Students end the year with a performance-based assessment. After successful completion of Spanish LI 2 and 3, students will receive 2 unit of HS credit for a total of 3 HS credits

## ELECTIVE OPTIONS

## ART & RELATED ARTS

### **ADVANCED DESIGN AND MODELING**

*Half-year, alternate day*

This course will allow students to learn advanced design and modeling techniques including various computer aided design software and 3d printing to bring digital designs to life. Emphasis is on 3d design and manufacturing to introduce skills and techniques used in design, engineering, medicine and other fields. Students will be able to incorporate their creativity into design and will leave with 21st century skills in Technology. Projects may include computer aided design character development, keychains, magnets, and individual design that are able to be 3D printed. We will also design and race C02 powered cars. This class will help prepare students for the high schools CAD and Architecture classes.

## **CONTENT CREATION: AUDIO AND VIDEO FOUNDATIONS**

*Full-year, alternate day*

Students will have the opportunity to experience creating content for audio and video in meaningful way while learning how to be responsible with their digital footprint. Some examples of possible projects in this course may be a video to spotlight an event, creating a podcast or empowering students to communicate effectively through video. These opportunities could extend beyond the classroom and serve to benefit our Herricks Community.

## **JUST THE "FACS"**

*Half-year, alternate day*

In this Family and Consumer Sciences project-based elective, students will explore relevant topics including finance and budgeting, entrepreneurship, culinary arts, sewing and textiles, child care and development. Projects may include food truck design and menu development, production of PSA videos and Red Cross Babysitting Training and Certification. This course will help prepare students for high school level FACS courses as well as careers in the industry.

## **INTRO TO STUDIO ART**

*Half-year, alternate day*

This course is designed to expose students to a wide variety of materials, art forms, methods and approaches. The projects will center on the elements of art and the principles of design. This approach will help prepare students for the high school's Studio In Art elective which also fulfills the Regent's graduation requirement in Art/Music. Periodic use of visual examples will help strengthen the students' understanding of the elements and principles as well as foster a greater appreciation of art. Projects may include creating and designing personal sculptural pieces, experimenting with mixed media and producing other innovative 2 and 3D art forms. Students will have many opportunities to display their artwork in the Middle School and in other district wide art exhibitions.

## **JUNIOR CHEFS**

*Half-year, alternate day*

This hands-on culinary adventure explores basic food preparation skills as well as more advanced culinary techniques. Students will research celebrity chef culinary styles and cooking methods as well as compete in nail biting competitions in the kitchen. The course will help prepare students for high school level foods courses as well as careers in the culinary industry.

## **MODERN ART & MORE**

*Half-year, alternate day*

Based on the Visual and Performing Art Standards, the course will focus on the 4C's of the Common Core (Collaboration, Communication, Critical Thinking, and Creativity). Students will create projects in drawing, painting, printmaking, sculpture and an introduction of digital design with the use of iPads. Modern Art History from the 20th Century is emphasized (Fauvism, Cubism, Surrealism, fantasy, Pop Art and Non-Figurative Art) to help students think and apply skills in a sophisticated and abstract manner. Projects may include creating personal Graffiti Tags, painting Self Portraits and a journey of modern to contemporary art themes. Students will have many opportunities to display their artwork in the Middle School and in other district wide art shows.

## **INTRO TO ROBOTICS**

*Half-year, alternate day*

Students will learn how to design and create robots using VEX robotic kits and coding associated with these kits. This will open our students up to new, innovative and exciting new challenges. Learning VEX technology will help students prepare and compete in the many different robotic tournaments held throughout the region and state. This course will help prepare students for the high school engineering electives as well as the high school robotics team.

## ENGLISH LANGUAGE ARTS

### ENGLISH SCHOLARS PROGRAM (ESP)

#### *Full-year, alternate day*

Our unique English Scholars Program offers students the opportunity to create an independent writing project. This course is specifically designed for those students who love to write and want to write their own novel, collection of short stories, book of poetry, personal essays, or any other genre of writing. Have a great idea for your own dystopian series? Scribble poetry in the back of your notebooks? Love to write stories about your family? This class is for you! Students will be able to immerse themselves in the writerly life. Students may choose to continue with this course at the high-school level to earn honors credit.

### EXPLORING SOCIAL JUSTICE & GLOBAL CITIZENSHIP THROUGH TEXT

#### *Half-year, alternate day*

For students looking to change the world, this class can be the beginning! Reading empowers people: it enables people to make better connections with others, empathize more with people who are different, and be more socially aware in daily life. Through various types of texts and digital resources, students will be able to recognize various power structures in society, engage in debate about important issues, and challenge the current structures of our society to make our world a better place.

### INVESTIGATIVE JOURNALISM

#### *Half-year, alternate day*

Extra! Extra! Read all about it! Students can make a difference with their writing! This course gives students the experience of being a journalist. Students will learn what it takes to be an investigative reporter -- they'll learn how to find a good story, how to identify underlying issues, how to be observant like a journalist, and of course, how to write great investigative articles about various topics.

## MATHEMATICS

### MATH RESEARCH

#### *Full-year, alternate day*

This elective course will provide students an opportunity to explore and investigate in-depth math topics that are outside of the core math curriculum. Students will research topics and problems that they find interesting and challenging. Students will learn about tools and resources that are available to conduct research and how to write and explain about various math topics. They will have an option to participate in the LI Math fair competition.

### STEAM

#### *Half-year, alternate day*

This elective math course aims to strengthen and enhance student's critical thinking skills and recognize the intersection of art, science, technology, engineering, and math. This course will provide an opportunity for students to engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. Students will engage in various hands-on projects including creating board games, design challenges, creating marketing plans, coding, engineering projects and so much more!

## MUSIC & PERFORMING ARTS

### UKULELE AND SONGWRITING

#### *Half-year, alternate day*

This course, open only to students already in an HMS ensemble (band, orchestra, or chorus) will have two distinct sections: First, students will learn to play the ukulele, and through this will be introduced to concepts of music theory including common chord progressions, scales and key signatures. Next, students will use this knowledge to compose their own music. They will work individually, in pairs, and in small groups to compose short songs.

## **WORLD OF MUSIC AND THEATRE**

### *Half-year, alternate day*

This new elective course is an early on-ramp for students interested in the foundations of theatre, musical theatre, and musical aspects of theatre. This will continue the theatre based experiences introduced in the elementary schools and be a stepping stone for students who would be interested in participating in the middle school musical or future shows at the HS either as an actor or musician or behind the scenes.

## **SCIENCE**

### **ENERGY AND THE ENVIRONMENT**

#### *Half-year, alternate day*

Students will engage in project based learning experiences that incorporate creative thinking, research, engineering design, problem solving and presentation skills as they investigate the impact of energy on our lives and the world. Students will design and model alternate energy systems that use alternate power sources such as solar and wind energy and investigate the impact of their designs. Students will create a Google Slide presentation supporting their design model.

### **WONDER OF FLIGHT**

#### *Half-year, alternate day*

Students will engage in project based learning experiences that incorporate creative thinking, research, engineering design, problem solving and presentation skills. Students will explore the history and science behind aeronautics. We want them to research, design, create and test a working glider and paper airplane. Students will create a Google Slide presentation supporting their designs for each.

## **SOCIAL STUDIES**

### **NEWS LITERACY**

#### *Half-year, alternate day*

In this age of increasing social media and overwhelming information online, this elective course is designed to educate and guide students to find trustworthy digital and print content. Students should no longer be handed a list of "reliable sources". Instead, they must be equipped with the proper tools to evaluate content reliability and credibility. More than ever before, students

need to assess current event issues through the lens of reliability and accuracy. This course, working in conjunction with the Stony Brook University School of News Literacy, will provide a basis for students to better understand the world around them.

### **FIGHTING INTOLERANCE THROUGHOUT AMERICAN HISTORY**

#### *Half-year, alternate day*

This course provides an opportunity for students to examine various levels of injustice and inequality throughout our history. Whether the focus is gender, racial, ethnic, religious, or social, numerous groups have faced different types of hatred, in various forms. By looking at examples of intolerance, the goal is for students to learn how and why these injustices happened in the past and continue today. It is our responsibility, as both a global community and a school community to combat hatred in all its forms, and try to create a society where all people not only have the opportunity to succeed, but where they are free of stereotypes, bias, and a lack of acceptance from people in our community and our nation. Students will have the opportunity to play an active role in creating projects to spread tolerance through the hallways and the community.



# SPECIAL POPULATIONS

## SPECIAL EDUCATION

### CONTINUUM OF SERVICES

The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability. Some of the services such as related services only and integrated co-teaching services are directly designed to support the student in his/her general education class. Others may or may not be provided in settings with nondisabled peers, depending on the needs of the student. The services described below are arranged in order from those considered to be least restrictive to most restrictive.

### RESOURCE ROOM

Resource room program is a special education program for a student with a disability typically registered in a general education class who is in need of specialized supplementary instruction in a small group setting for a portion of the school day. Resource room programs are for the purpose of supplementing the general education classroom instruction of students with disabilities

who are in need of such support. This means that instruction is not provided in place of the student's regular academic instruction.

### INTEGRATED CO-TEACHING

Integrated co-teaching services, as defined in regulation, means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and nondisabled students.

### SPECIAL CLASS

Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their nondisabled peers.

### RELATED SERVICES

Related services are those that assist a student in benefiting from other special education services or assist the student in accessing the general curriculum. Related services means developmental, corrective, and other supportive services as are required to assist a student with a disability.

Related services include, but are not limited to speech-language pathology, audiology services, psychological services, physical therapy, occupational therapy, counseling services, orientation and mobility services, parent counseling and training, behavior intervention services, school health services, school nurse services, school social work, assistive technology services, and other appropriate support services and includes the early identification and assessment of disabling conditions in students.

# ENGLISH LEARNERS

## ENL CONTENT SUPPORT

English language learners (ELLs) receive content support services based on their level of proficiency. Students are given additional support and time to complete their work in other subject areas by a trained English as a New Language (ENL) teacher. The ENL teachers uses this opportunity to help students acquire the English language via the content. Our more advanced ELLs may not be required to take this course.

# STUDENT SERVICES

The Student Services Department has a comprehensive, developmental and diverse program that is designed to meet the needs of all students. All members work closely with teachers to provide your child with academic, social and emotional support. Additionally, support and education are provided to you through orientations and conferences. The middle school program includes transition services, academic advisement, high school academic program planning, college and career awareness, character education, curriculum-based classroom guidance programs, small group and individual counseling and psycho-educational testing.

## COUNSELING SERVICES

Counselors serve as liaisons between you, teachers and administrators. As student advocates, they work from a developmental approach to foster positive relationships. Students are assigned to a counselor according to their homeroom teacher in grade six. In seventh grade and eighth grade, students are assigned to a counselor according to team placement. You and your child are encouraged to visit the Guidance Office or to call if you have any questions or concerns. Our doors are always open.

## GROUP COUNSELING PROGRAMS

The Student Services Department runs many voluntary discussion groups for students throughout the year. All students are invited to join a variety of topic based groups offered each year.

## SCHOOL PSYCHOLOGISTS

Our school psychologists work with students, staff and parents to help maximize the academic, social and emotional development of students. Psychologists conduct classroom observations, consult with teachers and parents and facilitate group and individual counseling sessions. In addition, comprehensive diagnostic evaluations are provided for students who may need additional services.

## SOCIAL WORKERS

Our school social worker collaborates with all student service members, staff and parents to support the students' social, academic and emotional growth. Small groups are facilitated throughout the year focusing on issues such as social skills, decision-making and coping with pressures in constructive ways. Other services include individual counseling, parent conferences and referrals to outside professionals.

# ADDITIONAL PROGRAMS/SERVICES

## LIBRARY SERVICES

The Library Media Center houses reference books (e.g., atlases, dictionaries, and encyclopedias), magazines, tablets, e-readers, and a vast collection of fiction and nonfiction texts. The computer research area enables students to use DataBases and the Internet. Students may also sign out hardcover and paperback books as well as Kindles from the

library. Please make sure that all library books are returned by June 1st. Failure to do so may result in fees or prohibition from using the library in the following school year.

## EXTRACURRICULAR ATHLETICS

By State regulation, interscholastic sports are only open to seventh and eighth-grade students. You must have a current physical and a permission slip signed by a parent in order to participate. All forms may be obtained from the school nurse or on our school's website. Please go to the Athletic Update section of the website for up to date information regarding game changes and cancellations. We encourage you to become active in one or more of the following sports:

Fall	Winter I	Winter II	Spring
Cheerleading	Boys Basketball	Girls Basketball	Boys Baseball
Coed Cross Country	Cheerleading	Boys Volleyball	Boys Lacrosse
Football	Girls Volleyball	Wrestling	Girls Lacrosse
Boys Soccer			Girls Softball
Girls Soccer			Coed Track
Girls Tennis			Boys Tennis
Girls Badminton			

## EXTRACURRICULAR CLUBS/ACTIVITIES

Being an active participant in middle school is a very important part of your educational experience. Getting involved provides you with opportunities to explore new interests and talents, develop new skills, and build positive relationships. The middle school offers a wide variety of clubs and activities. A pamphlet describing these activities is distributed to students every autumn. In addition, all club and activity information can be found on the website.

## THE NATIONAL JUNIOR HONOR SOCIETY

The National Junior Honor Society is composed of seventh and eighth grade students who achieve a cumulative grade point average of 3.66 or higher over the first three quarters of the year. In addition, these students must also demonstrate outstanding citizenship, leadership, character and evidence of service. If your child hopes to be considered for induction into this organization, he or she should make an effort to meet the selection criteria during seventh and eighth grade. In accordance with the National Junior Honor Society Charter, students are evaluated for selection by a faculty committee based on information gathered from teachers in all areas of study, including non-academic specials. All students selected for induction participate in the induction ceremony which takes place in May. Once inducted, students must continue to meet all requirements in order to maintain membership.

Each year the Eighth Grade Awards Ceremony takes place with the National Junior Honor Society induction. Each academic team and elective discipline recognizes students for outstanding achievement. Criteria for consideration for an award include academic performance, effort and character.

## SOCIAL EMOTIONAL LEARNING PROGRAMS

Herricks Middle School promotes a positive school climate that fosters a culture of respect between students and staff, providing all students with a supportive and safe environment to grow academically and socially. The following SEL programs build students' capacity to become empowered to promote dignity and respect for all.

## BUDDY PROGRAM

Selected students are trained to become older buddies to younger students in the school to provide support, encouragement, and a positive peer relationship.

## CONNECTIONS PROGRAM

Students volunteer to reach out to students in the building with special needs. They are trained to work with this special population to facilitate interactive activities and foster positive relations.

## TEACHER-STUDENT MENTORING PROGRAM

Teachers volunteer to support students through a mentoring relationship. Teachers are trained to serve as a coach/mentor and are assigned an individual student to work with throughout the year.

## STUDENT GOVERNMENT

The Student Government is an organization through which students express their opinions and assist in the administration of school activities. The organization promotes leadership, initiative and a sense of responsibility among its members. In the fall of each year, a president, vice president, and secretary are elected to carry out the work of the year. Also elected are one representative and an alternate from each social studies class. It is the responsibility of the representatives to bring to the organization's attention suggestions, concerns and complaints from their classmates and to report the actions of the organization to their fellow students.