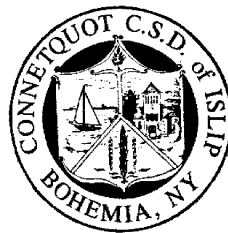


Connetquot Central School District

MIDDLE SCHOOL CURRICULAR HANDBOOK

2024 - 2025



Oakdale-Bohemia Middle School
60 Oakdale Bohemia Road
Oakdale, NY 11769-1395

Joseph Piombo, Principal
Danielle Black, Asst. Principal

Ronkonkoma Middle School
501 Peconic Street
Ronkonkoma, NY 11779-6860

Joseph Licato, Principal
Justin Bradley, Asst. Principal

Course Description Middle Schools 2024-2025

INTRODUCTION

The Connetquot Middle School Community is determined to sustain a developmentally responsive and academically challenging middle level program in a climate that is safe, trusting and respectful.

The educators at Oakdale-Bohemia Middle School and Ronkonkoma Middle School are committed to implementing programs that afford our children the opportunity to grow intellectually, socially, emotionally, morally and ethically. Our nurturing and informed staff members recognize the importance of balancing a challenging academic program while addressing the personal and social-emotional needs of their students.

The middle school years mark a critical transitional period for young adolescents and their parents. Interdisciplinary teams provide students a smaller community in which to learn while developing stable relationships with teachers and peers. This intimate learning environment helps to create a greater sense of security and a stronger connection to the school for students, parents and staff members. Sixth, seventh and eighth grade interdisciplinary teams are an essential part of our middle school organizational structure.

In addition to the New York State mandated course requirements, we also offer classes that support and enrich the curriculum. The faculty and staff at both of our middle schools do their utmost to inspire all students to apply the knowledge, skills and attitude necessary to achieve personal success.

Effective school-family-community partnerships are a necessary component in maintaining a comprehensive middle school program. Fostering relationships and communication with all stakeholders is crucial to school success. Our middle level educators understand the necessity of keeping parents informed of our educational goals and their role in achieving those goals. We look forward to working collaboratively with parents and the school community in an effort to provide all students with an optimal middle school experience.

This curricular handbook is intended to provide students and parents with information that is necessary to help them understand the middle school program of studies. It contains a description of all courses offered to the sixth, seventh and eighth graders. Please read it carefully and feel free to direct any questions to your child's school counselor.

Office Hours and Telephone Numbers		
Oakdale-Bohemia MS	7:00am to 3:30pm	244-2268
Ronkonkoma MS	7:00am to 3:30pm	467-6000

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ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

All students are encouraged to participate in the wide variety of co-curricular and extracurricular activities offered in the Connetquot Schools. However, academic learning is the first priority for every student. Therefore, to participate in any school-sponsored sport or activity a student must maintain a minimum level of academic performance. A student will be deemed as having not met the academic requirements if he/she fails two or more subjects or has an overall average below 70 percent.

Note: An incomplete will be treated as a failure.

Probation

A student who is not meeting the academic requirements will be first placed on probation. Probation will last for five weeks. While on probation, the student may participate in practices, games, rehearsals, meetings, etc. This probationary period will last until the next 5-week progress report is processed.

During the probationary period, the student must make every effort to improve academically. The effort may include attending extra help regularly, making up missing work (if allowed), and extra credit (if offered). In addition, each Principal may, at their discretion, require a more structured and individualized program that they feel will help the student improve academically.

Upon conclusion of the 5-week probationary period, the student's progress report and the teachers' evaluation reports will be used to determine if the probationary period was successful. That is, the student is no longer failing two or more subjects and does not have an overall average below 70 percent.

Building Administration will distribute copies of a probation ineligibility list to teachers, coaches, and advisors of all activities, co-curricular and extra-curricular. Upon receiving the list, the coach or advisor has the responsibility to inform the students of their status. Parents will receive a copy of the academic eligibility policy (as published in both the district's Code of Conduct and the student agenda books) along with the notification of their student's status from the Principal.

Ineligibility

If it is determined that the student is still not meeting the academic requirements at the end of the probationary period, he/she will be deemed ineligible. During the ineligible period, the student may not participate in practices, rehearsals, meetings, games, etc. until the next report card has been reviewed and the academic requirement has been met. A student will also be declared ineligible if he/she is serving an in-school or out-of-school suspension for the period of suspension. A student must be in school for a minimum of 5 periods to be eligible for that day. Students must participate in Physical Education to be eligible for sports on the same day. In addition, students who do not

Course Description Middle Schools 2024-2025

meet the academic requirements after two consecutive report cards will automatically be deemed ineligible until the next report card.

Fall Eligibility

Eligibility for all fall activities will be determined by the final report card grades from the previous June. Building Administration will have an updated ineligible list for all teachers, coaches, and advisors by the beginning of school. This list will be updated to reflect all summer school grades.

If special circumstances exist, parents will be given an opportunity to informally discuss the ineligibility with the school Principal or his/her designee. Following the discussion, the student may appeal the ineligibility decision to the appeals panel. The appeals panel will consist of at least three building members. The members will be chosen by the Principal from a list of volunteers compiled at the beginning of the school year.

NYS Assessments

The Grades 3 through 8 tests in English Language Arts and Mathematics will help schools to identify students for whom they need to provide additional academic assistance (AIS) in these subject areas. However, the State Education Department (SED) advises schools that decisions such as promotion or retention should be based on multiple measures of the student's achievements and not solely on scores from the New York State Testing Program. This is essential to ensure that important decisions are not made on the basis of a student's performance on a single indicator, but rather on the student's overall achievement.

State assessments are also designed to help schools measure the effectiveness of their instructional programs and to measure yearly student progress. The assessments are based on the explicit State Learning Standards and the core curricula; the content of the tests should mirror the instruction being provided in the classrooms. Students should not need extensive preparation to do well on the State Assessments as long as the curricula used by the school are aligned with the State's Learning Standards and the teachers are effectively instructing students in accordance with these curricula.

Grades 6 & 7

- All students can take New York State ELA and Math Assessments.

Grade 8

- All students can take ELA, Math and Science Assessments.*

* Algebra and Earth Science students are currently exempt from the Math and Science assessments only, because they will be taking the Algebra I and Earth Science Regents Exams. Participation is mandatory for all other students. Please consult the school calendar for testing schedule.

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ART EDUCATION

Grade 6-8

ART

One-Half Unit

For the majority of our students, Art will be taken in the 6th and 8th grade. The concepts of Space and Structure, Movement, and Color and Light represent the learning foci within the visual arts program. Through Art Education, students will:

1. Participate in and enjoy a wide range of visual arts experiences as a basis for lifelong engagement with art.
2. Develop skills and understanding necessary for creating original works that convey significant ideas and feelings to themselves and others.
3. Understand and employ the methods of inquiry necessary to grasp meaning in art.
4. Acquire a feeling of accomplishment necessary for a sense of personal worth and uniqueness.

Students will have “hands-on” experience in both two and three dimensional art objects using a variety of materials.

BUSINESS EDUCATION

Grade 7

COMPUTER ESSENTIALS

One-Half Unit

This course is designed for students to learn the basic elements of Microsoft Office: Word, PowerPoint and Publisher. Students will also spend time learning keyboarding skills and how to conduct proper Internet searches.

COMPUTER SCIENCE

Computer Literacy Grade 6

One-Quarter Unit

Computer Literacy courses provide students the knowledge and ability to use computers and technology efficiently. Course content includes exposure to Google Classroom, Google Drive, Google Docs, Google Slides, Microsoft Word, Microsoft PowerPoint, ASCII Art, MLA Style Research, Sharing Information Digitally and Basic Keyboarding (using a software program called *Edotyping*), but also may include the various uses of computers in modern society. Specific course content aligns with the [NYS Computer Science and Digital Fluency Learning Standards](#) to promote students' technological literacy.

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Middle Level Introduction to Computer Science Gr 7

Middle Level Introduction to Computer Science Gr 8

These courses will provide students with an overview of computer science concepts. Topics covered will include, but are not limited to, impacts of computing, computational thinking, networks & systems design, cybersecurity, and digital literacy. The coursework is aligned to the [NYS Computer Science and Digital Fluency Learning Standards](#). Students will use the Kidoyo platform to complete various quests and challenges. This course is a non-graded course.

ENGLISH EDUCATION

Grade 6 English

One Year – One Unit

All sixth graders are required to take English Language Arts for a full school year. Grade 6 English Language Arts instruction features a progression of student learning from elementary literacy instruction and introduces new skills and concepts necessary for success in subsequent grade levels. This course of study includes all strands of English Language Arts: Reading, Writing, Speaking and Listening, and Language. **Students in this course can take the Grade 6 New York State English Language Arts (ELA) Exam.**

ENGLISH 7 Regents

One Year – One Unit

All seventh graders are required to take English Language Arts for a full school year. Grade 7 English Language Arts builds on those skills and concepts taught in sixth grade and prepares students for success in eighth grade English Language Arts. The course of study addresses the Next Generation English Language Arts Learning Standards. **Students in this course can take the Grade 7 New York State English Language Arts (ELA) Exam.**

ENGLISH 7 Honors

One Year – One Unit

This course is designed for the exceptionally motivated, academically oriented honor student. Literacy studies continue, but with an even greater emphasis on critical thinking and verbal and written analysis. **Prerequisites include:** (1) Grade 6 New York State ELA Exam score of a high Level 3 or Level 4; (2) 92 or better average in Grade 6 English Language Arts class with no quarter average below 90; (3) 90 or better on the Grade 6 ELA Final Exam; (4) Recommendation of Grade 6 ELA teacher; (4) Students must also qualify for Social Studies 7 Honors. **Students in this course can take the Grade 7 New York State English Language Arts (ELA) Exam.**

ENGLISH 8 Regents

One Year – One Unit

All eighth graders are required to take English Language Arts for a full school year. Grade 8 English Language Arts builds on those skills taught in seventh grade and prepares students for success in high school English class. This course of study

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addresses the Next Generation English Language Arts Learning Standards. **Students in this course can take the Grade 8 New York State English Language Arts (ELA) Exam.**

ENGLISH 8 Honors

One Year – One Unit

This course is designed for the exceptionally motivated, academically oriented student. Literacy studies continue, but with an even greater emphasis on critical thinking and verbal and written analysis. **Prerequisites include:** (1) Grade 7 New York State ELA Exam score of a high Level 3 or Level 4; (2) 92 or higher average in Grade 7 Regents English, or 88 or higher in Grade 7 Honors English; (3) 90 or better on the Grade 7 English Final Exam; (4) Recommendation of the Grade 7 ELA teacher; (4) Students must also qualify for Social Studies 8 Honors. **Students in this course can take the Grade 8 New York State English Language Arts (ELA) Exam.**

ELA WRITING WORKSHOP: Grade 6

This course provides support for students in need of improvement in writing skills. Students will receive instructional reinforcement in paragraph writing, grammar and conventions, crafting short responses, essay writing, and using textual evidence to support claims.

ELA WORKSHOP: Grades 6, 7, and 8

This course provides reinforcement and support for students identified in need of improvement in English Language Arts. Students will be selected based upon the criteria outlined for the provision of academic intervention services by the State Education Department. Additionally, students may be recommended by the classroom teacher.

ENGLISH AS A NEW LANGUAGE (ENL)

English as a New Language (formerly known as English as a Second Language—ESL) is a state and federally mandated program which seeks to provide intensive English language development to non-English speaking students using ENL methodologies and techniques. The students in this program are held to the same high standards as their English speaking counterparts.

Newly registered students whose Home Language Questionnaire (HLQ) indicates that a language other than English is spoken at home, must be tested using the NYSITELL (NY State Identification test for English Language Learners) for identification and initial placement. After initial placement, ENL students will be tested for English language development using the NYSESLAT (NY State English as a Second Language Achievement Test) at the end of each year, until they reach the Commanding/Proficient level.

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The proficiency levels are listed below, along with required ENL courses for a student:

- **Entering (Beginner):** 1 period of ENL and 1 integrated co-taught English class
- **Emerging (Low Intermediate):** 2 periods ENL and 1 period of an integrated co-taught English class
- **Transitioning (High Intermediate):** 1 period of an integrated co-taught English or content area class
- **Expanding (Advanced):** 1 period of an integrated co-taught English or content area class
- **Commanding (Proficient):** Students are enrolled in mainstream classes and are entitled to ENL testing accommodations for NYS exams, for two consecutive years after exiting the program.

Integrated Co-Taught Classes for ENL Students

ENGLISH/LANGUAGE ARTS 6, ENGLISH 7 and ENGLISH 8

These are mainstream English classes that are co-taught by a certified English and ENL Teacher. Teachers work cooperatively to meet all students' needs, incorporating ENL methodologies that foster academic growth.

ENL Courses

ENL ENTERING-EMERGING

Prerequisite: Entering or Emerging level on NYSITELL or NYSESLAT

Students develop basic skills in English vocabulary, constructing sentences, understanding spoken and written English, and speaking English. This class focuses on the four modalities of language: listening, speaking, reading, and writing in English. Differentiation of instruction is provided as students progress to a higher level of skill during a given year of instruction.

FAMILY AND CONSUMER SCIENCES

*** 3/4 CTE Unit must be completed by the end of Grade 8.**

HOME AND CAREER SKILLS -- Grade 6

Quarter Unit

Students will learn basic skills that they can use throughout their lives. Coursework includes an introduction to food preparation, sanitary measures in the kitchen, basic cooking skills and nutrition.

HOME AND CAREER SKILLS -- Grade 7

Quarter Unit

Students will learn decision making skills and discuss character education topics, career planning, sewing and basic childcare/development.

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HEALTH EDUCATION

Grade 6

Half Unit

Students will gain developmentally appropriate **functional knowledge** in the following areas of study: Family Life and Sexual Health, Infectious Diseases, Physical Activity and Nutrition, and Tobacco. The **functional knowledge** will be broken down into the **basic skills** of Self-Management, Planning, Goal Setting, Relationship Management, Decision Making and Advocacy.

PHYSICAL EDUCATION

Grades 6-8

Half Unit each year

- All Students receive 40 minutes of instruction on an alternate day basis
- All students must fully participate in physical education class to receive credit.
- Students who have been medically excused by a physician will be provided with an alternate assignment at the teacher's discretion. Credit will be granted based on the quality of the work completed on the medical assignment.

Basic attire for physical education is as follows:

Shorts, sweats or active wear

T-shirt or sweatshirts

Sneakers that tie

Appropriate attire for outdoor activities

Students who are unprepared for physical activity may not receive credit for the class.

The middle school physical education program offers a variety of activities that meet the NYS Learning standards. Middle school activities may include but are not limited to:

Physical Fitness Training
Soccer
Cooperative Games
Basketball

Aerobics and Dance
Softball
Floor Hockey
Gymnastics

Football
Track & Field Events
Badminton
Volleyball

Please note that all students graduating high school must be proficient in three areas and competent in 6 areas of activity.

ADAPTIVE PHYSICAL EDUCATION

The Adaptive Physical Education program is a specially designed program of developmental activities, games, sports and rhythms suited to the interest, capacities and limitations of pupils with special conditions, who may not safely or successfully engage in the activities of the regular Physical Education program. These students will fall into the following two categories:

1. Those adaptive PE students are approved by the CSE.

Course Description Middle Schools 2024-2025

2. Those students who are permanently excused from regular Physical Education due to injuries.

MATHEMATICS EDUCATION

MATHEMATICS 6, 7 & 8 WORKSHOP

This course provides required reinforcement and support for students identified as in need of improvement in the area of mathematics. Students will be selected based on the criteria in the District Academic Intervention plan. Additionally, students may be recommended by the classroom teacher. This course will focus on identifying learning gaps and reinforcing those skills. This course is not to be viewed as extra help with current grade level material. The student's growth over the course will be monitored by the use of Successmaker, an online adaptive learning platform.

MATHEMATICS 6

One Year – One Unit

All sixth grade students will be enrolled in this course. The course of study will include a thorough review of basic mathematical concepts and procedures and will adhere to the NYS Next Generation Learning Standards for Mathematics ([Mathematics Learning Standards | New York State Education Department](#)). In Grade 6, instructional time will focus 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 number to the system of rational numbers, which includes negative numbers and developing an understanding of operations with rational numbers; (3) writing, interpreting, and using expressions and equations; (4) deepening understanding of area, surface area and volume; and (5) developing an understanding of statistical thinking. Students will take the sixth grade math assessment in the spring, and a cumulative final exam in June.

MATHEMATICS 7

One Year – One Unit

The course of study will extend many of the topics introduced in Mathematics 6 and will adhere to the NYS Next Generation Learning Standards for Mathematics ([Mathematics Learning Standards | New York State Education Department](#)). In Grade 7, instructional time will focus on: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) drawing inferences about populations based on samples. Students will take the seventh grade math assessment in the spring, and a cumulative final exam in June.

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PRE-ALGEBRA 7

One Year – One Unit

Criteria for Pre-Algebra:

Overall test average of 90 in Math 6

Final Exam grade 85+

Strengths demonstrated in Mathematical Practices 1, 5 & 6

6th Grade teacher recommendation

This accelerated course, along with Algebra I, is designed to compact three years of mathematics instruction into two years. Instruction will focus on operations with fractions, analyzing proportional relationships, solving problems using numerical and algebraic expressions, congruence, right triangles and trigonometry, solving problems involving geometric measurement, random sampling and inferences, and probability. Students will take the seventh grade math assessment in the spring, and a cumulative final exam in June.

ALGEBRA I

One Year – One HS Credit

Criteria for Algebra I:

Pre-Algebra course grade of above an 90

Final Exam grade of above an 80

Pre-Algebra teacher recommendation

Algebra I is an accelerated course that culminates in the New York State Algebra I Regents Exam (June 2024 Algebra I Regent will be the first administration of the Next Generation aligned exam). Instruction will focus on 4 conceptual categories: (1) Algebra - 45-55%; (2) Number and Quantity - 5-15%; (3) Functions - 25-35%; and (4) Statistics and Probability - 5-15%. Algebra I prepares students for problem solving in a wide variety of disciplines including science, business, social science, and technology. Students' course grade and Regents grade will appear on their High School transcript.

MATHEMATICS 8

One Year – One Unit

The course of study will extend many of the topics introduced in Mathematics 7 and will adhere to the NYS Next Generation Learning Standards for Mathematics ([Mathematics Learning Standards | New York State Education Department](#)). In Grade 8, instructional time will focus 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 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. Students will take the eighth grade math assessment in the spring, and a cumulative final exam in June.

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MUSIC EDUCATION

Grade 6-8

Students in grades 6 through 8 have the opportunity to participate in one of the three performing ensembles: **Band, Chorus, or Orchestra**. Students who are not in one of the performing ensembles will be able to take **General Music**, which is scheduled during their sixth or seventh grade year.

In General Music, students will have experiences relevant to their daily exposure to music. Listening skills, musical forms and performance will be incorporated in the curriculum.

Band and Orchestra meet every day as scheduled. In addition to this rehearsal, each student must attend one group lesson per week scheduled on a rotating basis.

Chorus 6 & 7 meets every other day as scheduled. **Chorus 8 meets every day**.

Due to increased course requirements and schedule constrictions, many students will only be able to take band, orchestra and/or chorus (8) every other day.

***REQUIREMENT:** During the scheduling process, teacher recommendations and/or an audition are required for placement in all performing groups. Please note the drop/add deadline is the first week of October. If a student chooses to not continue in their performing group, he/she will be scheduled for General Music (Grade 6 or 7).

SCIENCE EDUCATION

Intermediate Level Science

The curriculum for students in grades six through eight is based on the New York State Science Learning Standards. This curriculum builds upon the students' elementary introduction to physical, life and Earth and space sciences. In addition, students will continue to develop processing skills in a hands-on, minds-on manner, as they engage in the science and engineering practices to complete investigations at the middle level. The investigations students undertake in grades 6 through 8 lead to building content knowledge and problem solving skills that culminate with the Grade 8 Intermediate-Level Science Test.

GRADE 6 SCIENCE

Students will engage in learning about physical science, in alignment with the New York State Science Learning Standards, by employing a hands-on and minds-on learning process. In particular, students will focus on building in depth scientific processing and problem-solving skills. This class meets 5 periods per week for a full year.

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GRADE 7 SCIENCE

Students will engage in learning about life science, in alignment with the New York State Science Learning Standards, by employing a hands-on and minds-on learning process. Topics such as cells, human physiology, genetics, evolution, equilibrium, plant physiology and ecology will be explored. This class meets 5 periods per week for a full year.

GRADE 8 SCIENCE

Students will engage in learning about Earth and space sciences in alignment with the New York State Science Learning Standards, by employing a hands-on and minds-on learning process. The course includes learning about operations and interactions between the atmosphere, hydrosphere, lithosphere, biosphere and cryosphere. Space science and exploration will be explored in an investigative manner. Engineering and design processes will be incorporated into this course. This class meets 5 periods per week for a full year.

ACCELERATION CRITERIA - FOR ACCEPTANCE INTO ACCELERATED 8TH GRADE REGENTS EARTH SCIENCE

1. Minimum 90% test average each marking period in Grade 7 Science and 7th Grade Pre-Algebra, or a minimum of a 95% test average in 7th Grade Mathematics.
2. Recommendation of the Grade 7 science teacher, based on a rubric developed using the Science and Engineering Practices.
3. Minimum grade of 90% on the Grade 7 Science Final Exam, 7th Grade Pre-Algebra Final Exam, or a 95% on the 7th Grade Mathematics Final Exam.
4. No more than two missing assignments per marking period.

ACCELERATED 8TH GRADE and REGENTS EARTH SCIENCE (NCAA approved course)

This course combines the New York State Science Learning Standards for Middle School and High School Earth and Space Sciences. Emphasis in this rapidly-paced course will be placed on an investigative approach. Students must complete 1200 minutes of laboratory investigations, as guided by NYSED, to be eligible to take the Regents examination. All students enrolled in this course are required to take the Earth

Course Description Middle Schools 2024-2025

and Space Sciences Regents Examination. Enrolled students will not take the Grade 8 Intermediate-Level Science assessment. This class meets 7.5 periods per week for a full year.

EXPLORATIONS IN SCIENCE - Exploratory Course - Grade 8 (see also page 15)

This research-based course is designed to foster a learning environment in which students are challenged to respond to essential questions about matters that affect our daily lives.

Students will be actively engaged in exploring meaningful “why” and “how” questions around a phenomenon. Students will become experienced in following the engineering design process while employing the science and engineering practices embedded in the New York State Science Learning Standards. The course allows students to develop critical thinking skills, to collaborate with their peers, and to use their creativity.

Overarching topics of study may include meteorology, severe weather, design structures that withstand natural disasters, and exploring forensic science. Topics will vary based on student interest and/or current events. This class meets every other day for a full year.

STEM 8 - Exploratory Course - Grade 8 (see also page 15)

This course complements the Intermediate Level Science curricula. Students will utilize the science and engineering practices and cross-cutting concepts to study weather and climate, and biodiversity in local ecosystems. They will design microhabitats and study pollution, with an emphasis on problem solving. Recycling, conservation, environmental chemistry, and energy will all be discussed. This class meets every other day for a full year.

SOCIAL STUDIES EDUCATION

SOCIAL STUDIES 6 Regents

One Year – One Unit

The Grade 6 Social Studies curriculum is a one year course based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations and empires and their interdependence upon one another. Students will explore trends in government and economies of the Eastern Hemisphere from Early Man including the civilizations of Mesopotamia, Persia, Egypt, Ancient China, Ancient Greece and Rome. Students will learn the skills and knowledge they will need to be informed and responsible citizens in an increasingly interdependent world.

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SOCIAL STUDIES 7 Regents

One Year – One Unit

The Grade 7 social studies course is the first year of a two year study of United States history that is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Pre-Civil War period, with a focus on the people, events, and places in New York State as applicable. The course emphasizes the skills of chronological reasoning and causation, helping students to see connections across time. This course also integrates the skills and content from geography, government, economy, and culture into the study of history.

SOCIAL STUDIES 7 Honors

One Year – One Unit

This course is designed for the exceptionally motivated and academically oriented honor student. **Prerequisites include:** (1) **Minimum average of 92% in sixth grade Social Studies,** (2) **Recommendation of sixth grade teacher;** (3) **Students must qualify for English 7 Honors.**

SOCIAL STUDIES 8 Regents

One Year – One Unit

The Grade 8 Social Studies course is the second year of a two year study of United States History that traces the experience in the United States from the Civil War to the present which provides the opportunity to explore contemporary issues. The course focuses on the people, events and places in New York State as applicable and emphasizes the skills of chronological reasoning and causation, making connections over time. This course also integrates the skills and content from geography, government, economy, and culture into the study of history.

SOCIAL STUDIES 8 Honors

One Year – One Unit

This course is designed for the exceptionally motivated, academically oriented honor student. **Prerequisites include:** (1) **A final average of 90% or above in Social Studies 7 Honors or 95% or above in each marking period in Social Studies 7 Regents;** (2) **Recommendation of seventh grade social studies teacher;** (3) **Student must qualify for English 8 Honors.**

TECHNOLOGY EDUCATION

This intermediate level strand of study is designed to enable seventh and eighth grade students to understand the concepts that underlie technological systems.

INTRODUCTION TO TECHNOLOGY - Grade 7

The seventh grade course introduces students to tools and problem solving through

Course Description Middle Schools 2024-2025

hands-on, minds-on projects. Students are also introduced to the engineering and design processes for the duration of half the year.

INTRODUCTION TO TECHNOLOGY - Grade 8

The eighth grade course builds upon skills learned in seventh grade, introduces students to coding, and gives students the opportunity to design and fabricate their own projects for the duration of half the year.

EXPLORATORY COURSES – GRADE 8

EXPLORATIONS IN SCIENCE - Exploratory Course - Grade 8

This research-based course is designed to foster a learning environment in which students are challenged to respond to essential questions about matters that affect our daily lives.

Students will be actively engaged in exploring meaningful “why” and “how” questions around a phenomenon. Students will become experienced in following the engineering design process while employing the science and engineering practices embedded in the New York State Science Learning Standards. The course allows students to develop critical thinking skills, to collaborate with their peers, and to use their creativity.

Overarching topics of study may include meteorology, severe weather, design structures that withstand natural disasters, and exploring forensic science. Topics will vary based on student interest and/or current events. This class meets every other day for a full year.

STEM 8 - Exploratory Course - Grade 8

This course complements the Intermediate Level Science curricula. Students will utilize the science and engineering practices and cross-cutting concepts to study weather and climate, and biodiversity in local ecosystems. They will design microhabitats and study pollution, with an emphasis on problem solving. Recycling, conservation, environmental chemistry, and energy will all be discussed. This class meets every other day for a full year.

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WORLD LANGUAGE EDUCATION

Grade 6 FLEX

One-quarter Unit

This is an exploratory ten-week program introducing students to world languages. Students will learn about the cultural practices of French and Italian speaking communities as well as acquire basic linguistic skills in the target languages.

7th and 8th Grade

French, Italian and Spanish language instruction begins in the seventh grade. Students will be expected to take a regionally developed FLACS Checkpoint A examination at the end of the two years of study, which will allow them to earn one high school credit. Graduation requirements: Successfully completing two units of study (grades 7 & 8) and passing the FLACS Checkpoint A Exam prior to grade 9 (8 NYCRR § 100.2[d][5]).

FRENCH

FRENCH I 7th Grade

One Year – One Unit

Prerequisite: None. This is an introductory course in French language and culture. Students will learn basic communication skills that are useful for daily life conversations (including greetings, telling the time, date and weather, expressing likes and dislikes, etc.). Students will develop basic proficiency in the four language skills—listening, speaking, reading and writing. Pronunciation and the basic patterns and structures of the language are acquired, along with the culture and civilization of France and other French-speaking countries.

FRENCH II 8th Grade

One Year – One Unit

Prerequisite: None. This course is a continuation of the French I course, building upon the foundational skills students need for proficiency in the language. This course continues emphasizing listening, speaking, reading and writing skills, further developing their communication in the target language. Culture will continue to be emphasized as well. Students will take the FLACS Checkpoint A assessment as the final examination for this course.

ITALIAN

ITALIAN I 7th Grade

One Year – One Unit

Prerequisite: None. This is an introductory course in Italian language and culture. Students will learn basic communication skills that are useful for daily life conversations

Course Description Middle Schools 2024-2025

(including greetings, telling the time, date and weather, expressing likes and dislikes, etc.). Students will develop basic proficiency in the four language skills—listening, speaking, reading and writing. Pronunciation and the basic patterns and structures of the language are acquired, along with the culture and civilization of Italy and other Italian-speaking countries.

ITALIAN II 8th Grade

One Year – One Unit

Prerequisite: None. This course is a continuation of the Italian I course, building upon the foundational skills students need for proficiency in the language. This course continues emphasizing listening, speaking, reading and writing skills, further developing their communication in the target language. Culture will continue to be emphasized as well. Students will take the FLACS Checkpoint A assessment as the final examination for this course.

SPANISH

SPANISH I 7th Grade

One Year – One Unit

Prerequisite: None. This is an introductory course in Spanish language and culture. Students will learn basic communication skills that are useful for daily life conversations (including greetings, telling the time, date and weather, expressing likes and dislikes, etc.). Students will develop basic proficiency in the four language skills—listening, speaking, reading and writing. Pronunciation and the basic patterns and structures of the language are acquired, along with the culture and civilization of Spain and other Spanish-speaking countries.

SPANISH II 8TH Grade

One Year – One Unit

Prerequisite: None. This course is a continuation of the Spanish I course, building upon the foundational skills students need for proficiency in the language. This course continues emphasizing listening, speaking, reading and writing skills, further developing their communication in the target language. Culture will continue to be emphasized as well. Students will take the FLACS Checkpoint A assessment as the final examination for this course.

SPECIAL SERVICES DEPARTMENT

Students may be eligible for special services after being determined a student with a disability through the district's Committee on Special Education (CSE). A thorough diagnostic evaluation is completed to determine which program can best meet the student's needs in the least restrictive environment. An Individualized Education Program (IEP) is written with specific goals and objectives for remediation. Student

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progress is reviewed annually by the CSE. Students suspected of needing special services should be referred to their school counselor for screening by the building's Instruction Support Team (IST).

Resource Room Program

Resource room services provides support for middle school students who have been identified as having a disability which affects performance in general education classes in one or more of the following areas:

- Reading and/or use of language
- Math computation and/or application skills
- Organizational and study skills
- Written expression

Specific remediation for these deficits, as well as compensatory strategies, will be provided. Students may receive these services daily in small groups not to exceed five students.

Integrated Co-Teaching

Integrated co-teaching is a general education program with special education support embedded. These classes include a general education teacher paired with a special education teacher. Often, a teacher assistant will also be assigned to the class to support all student needs. Students include general education students, alongside students with disabilities. No more than 12 students with IEPs can be assigned to one integrated co-teaching class. Students follow the same general education curriculum, utilizing the extra support in the classroom to reinforce learning.

Special Class Programs

Special class programs provide instruction to students who have significant academic, social, management, and/or physical needs and require more individualized attention. The class size is limited to 15 students. The curriculum of each course parallels the state's curriculum, however, the specific course is modified to meet the needs of the individuals within the class. Students in these classes attend general education electives.

Special Class Programs – Life Skills

The Life Skills programs are designed for students with global developmental delays. These programs emphasize functional academics and daily living skills. Functional communication is emphasized, and supported through collaboration with a Speech and Language Therapist. Students in these classes generally remain together as a class for elective coursework, however, students are provided time with non-disabled peers for elective coursework when appropriate. Class ratios are 12:1+1 and 8:1+1.

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Related Services

Students may also qualify for related services. Related services are available to all students with disabilities regardless of program. The most common related services are noted below:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Counseling

STUDENT ACTIVITIES

The following co-curricular and extra-curricular activities are available to Connetquot middle school students. Students are encouraged to round out their education by participation in appropriate activities outside of the classroom. Students should ask school counselors, teachers, administrators, advisors or coaches about how to get involved in one or more of these activities.

Updated list of clubs:

Art Club	Lego League
Chamber Orchestra	Literary Magazine
Chef Masters	Math League
Chess Club	Peer Leadership
Computer Club	Photography Club
Community Service Club	School News
Drama Club	Show Choir
Film Club	Stage Crew
Foreign Language Club	Student Council
Garden Club	Technology Club
Homework Club	The Millennium Generation
Honor Society	Tri-M Music Honor Society
Intramural Sports Program	Yearbook
Jazz Ensemble	
Kickline	
Major Musical Presentation	

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BOYS INTERSCHOLASTIC SPORTS		GIRLS INTERSCHOLASTIC SPORTS	
FALL	Cross Country Football Golf* Soccer	FALL	Cheerleading Cross Country Field Hockey Soccer Tennis Golf*
WINTER	Basketball Bowling* COED Swimming Volleyball Winter Track* Wrestling	WINTER	Basketball Cheerleading COED Swimming Volleyball Winter track* Bowling*
SPRING	Baseball Lacrosse Swimming Tennis Track	SPRING	Gymnastics Lacrosse Softball Swimming Track

*There are no middle school interscholastic programs in these sports; however, students in grades 7 and 8 may try out for varsity sports in golf, bowling and winter track only if recommended by the Varsity coach.