INTRODUCTION and PHILOSOPHY

During the earlier childhood years, a youngster is busy assimilating knowledge from his/her exposure to the environment, observing the vocational and avocational interests of others, and broadening the areas in which he/she is beginning to feel comfort or discomfort in relating to peers and adults. Recognition, love, warmth, honesty and security are extremely important factors during the formative years. They continue to be significant during the emerging adolescent period - a critical phase in the maturation process. This is the time when a youngster has the emotional and psychological needs to blossom into a person who wants to become increasingly independent and capable. Movement in that direction is an accelerated process for a young teenager.

We at Finley Middle School recognize the common needs of our students, as well as the wide range of individual, physical, intellectual, emotional and social stages of development. We have designed an educational program geared to provide a foundation of cognitive learning and affective experiences in classroom settings that accommodate individual learning styles, talents and abilities. Opportunities for student exploration in music, art, physical education, technology, home and career skills, creative expression, computer literacy, foreign languages and social activities are an integral part of the Middle School experience. Flexibility, individualization, and enrichment characterize the various program offerings.

The entire staff recognizes the need to help our students make the transition from basically self-contained classrooms to a departmentalized program. We are aware of the importance of close teacher-student relationships and of teacher-parent contacts. We attempt to cultivate the ability of students to make decisions and to work independently. We strive to utilize a humanistic approach as we encourage and challenge our students to set high standards of academic performance that are both realistic and attainable, and to develop social responsibility and sensitivity that indicate pride in themselves and our school community.
FINLEY MIDDLE SCHOOL COURSE SELECTION SUMMARY

The State Education Department requires certain courses to be completed by each Finley student by the end of the eighth grade. They are:
- English (2 years)
- Mathematics (2 years)
- Science (2 years)
- Social Studies (2 years)
- Technology (1 year)
- Home and Careers (3/4 yr.)
- Art (½ year)
- Music (½ year)
- Health (½ year)
- Physical Education (1 year)

In addition, each seventh and eighth grade student will take a foreign language unless he/she is exempted.

Finley Middle School offers students an opportunity for acceleration in Mathematics, Earth Science, High School Studio Art, and Foreign Languages. Successful completion of these courses can earn an 8th grader high school credit. Please note that mandated services take precedence over elective courses. (See other portions of this Curriculum Guide for more details.)

The charts listed below are designed to aid the student and parent in planning a two-year experience at Finley. Please refer to other portions of this guide for further information.

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** Art, Health, Topics in Humanities, Computers OR Studio Art OR Earth Sci. Lab and Advanced Topics in Science

GRADING SYSTEM

Finley has instituted a numeric grading system. Student grades are calculated based on departmental and grade-level criteria. Grades can range from 0-100. Any grade of 65 or higher is a passing grade. A grade point average (GPA) is derived by taking the average of all grades. Accelerated courses are weighted at 1.04.

At the end of the school year, the final grade will be the average of the four-quarter grades plus the final exam grade or Regents grade. The final grade in any course will be determined by the teacher based upon those factors which the teacher considers important, i.e. tests, homework assignments, projects, lab work, participation in classroom activities, etc.

FAILURE POLICY

Any seventh or eighth grade student who fails a general education course in English, Social Studies, Mathematics, Foreign Language or Science, must pass that course before proceeding to the next level of study in that subject area. The student must repeat and pass the course(s) in summer school or during the following year in order to move on to the next level of study. Students who fail three or more general education courses will repeat the entire grade level.

HONOR ROLL

HIGH HONOR ROLL - A student will be eligible for the High Honor Roll if the student achieves a minimum weighted average of 95 as long as the student has no grades less than 65, no grades of “F” or “NG,” and does not have 2 or more incompletes for the quarter.

HONOR ROLL - A student will be eligible for the Honor Roll if the student achieves a minimum weighted average of 85 as long as the student has no grades less than 65, no grades of “F” or “NG,” and does not have 2 or more incompletes for the quarter.

TEAMING

Teaming has become a reality at J. Taylor Finley Middle School. All students on these teams share the same four teachers in contiguous rooms in block schedules. Teaming provides an excellent transition from the elementary self-contained classroom setting to the middle school and beyond. Teaming will provide wonderful opportunities to coordinate interdisciplinary instructional efforts and better communication among parents, students and staff. This middle school innovation provides the opportunity through common planning time to better meet the needs of the emerging adolescent. The excitement about teaming both for students and staff has been contagious.
ART

The major goal of the Art Department is to encourage individual and critical investigation of media and appropriate processes leading to refinement of skills and creative problem solving of the highest quality. Our Art 7 and 8 courses are designed to provide all students, including the serious-minded young artist, with opportunities to explore individual interests in a non-competitive studio setting.

ART 7 (20 WEEKS)
This one-semester course is required of all seventh grade students. Students explore a variety of media and develop basic skills and techniques that relate to two and three-dimensional forms of artistic expression. Units of study in the course include drawing, painting, sculpture, construction, printmaking, ceramics, crafts, and computer graphics. The emphasis of this course and all of our art courses is on a hands-on experience.

ART 8 (10 WEEKS)
This one-quarter course builds and refines skills and techniques learned in our Art 7 course preparing students for their high school art experience. The program includes an introduction to computer-generated art designs. The course is required of all eighth grade students who do not take Studio Art in eighth grade.

STUDIO ART (40 WEEKS)
This full year course is designed for the serious-minded art student. The course embodies a variety of two and three-dimensional projects that are designed to refine the student’s skill, technique and knowledge as they relate to the principles and practices of design, drawing, lettering, painting, drafting, printmaking, sculpture, and computer graphics. The selection process for this accelerated program will include teacher recommendation, grade point qualification in Art 7, student portfolio, essay, and interview. Parents of students qualifying by grade point average will receive application information by mail.

The grade earned in Studio Art will be entered on the student’s high school transcript and computed in the high school Grade Point Average. Students who do not wish to have the grade entered in this way must drop the course before the midpoint of the course.

ENGLISH

The overall goals of the English program in grades seven and eight are linked to the four New York State Standards for English Language Arts. In these standards, students will listen, speak, read, and write for: 1. Information and Understanding; 2. Literary Response and Expression; 3. Critical Analysis and Evaluation; and 4. Social Interaction. As readers, speakers, listeners, and writers, students will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, transmit information, as well as to demonstrate self-expression, judgment, and social communication. Students are expected to be active listeners, readers, and writers, since they are involved in the learning process and responsible for their own learning. In addition, eighth grade mini courses offer students opportunities to apply writing skills in word processing, along with speaking and listening skills in Topics in Humanities.

ENGLISH 7 (40 WEEKS)
This course is required of all seventh-grade students. The curriculum, linked to the New York State Standards for English Language Arts, focuses on writing and literature. The Huntington writing program emphasizes writing as a process, including pre-writing, drafting, revising, and editing. Literature study emphasizes reading as a process, including reading for aesthetic and personal response, reading for acquisition and interpretation of information, and reading for critical analysis and evaluation. The course includes a formal introduction of the basic types of literature: the novel, short story, poetry, nonfiction, mythology, and folklore. The final examination is departmental, based on the English Language Arts assessment. In addition, there is a grade-level departmental summer reading list, from which students may select one work. During the year, students’ proficiency in the standards will be assessed as they will take the 7th Grade English Language Arts Assessment, administered to all seventh grade students in New York State in mid-January.

ENGLISH 8 (40 WEEKS)
This course is required of all eighth grade students. The curriculum, linked to the New York State Standards for Language Arts, emphasizes reading, writing, listening, and speaking. The literature students read challenges them to continue building their literary skills in responding to literary works of different genres. Students develop greater sophistication in reading and writing skills, and continue the writing process. Students continue preparation for Regents-level reading, writing, speaking, listening, and critical thinking. During the year, students’ proficiency in the standards will be assessed as they will take the 8th Grade English Language Arts Assessment, administered to all eighth grade students in New York State in mid-January. A department final exam is administered in June.

Please note: All eligible students for our 9th grade Honors English programs will be recommended by a committee. In determining the best placement for the student, reading level, research skills, and performance on exams will be reviewed. Students should maintain an average of 90, or better, throughout 8th grade and score a high 3 or 4
on the 8th grade ELA Assessment in January to indicate appropriate placement in 9th grade honors. A prorated scaled score will be determined by the department as the State scores are usually not available until placement has already been established. A writing sample is also a mandatory requirement; it is graded by committee to determine placement.

ENGLISH LANGUAGE LAB

This 10 week course is designed to allow students to develop their confidence in English language arts and identify where they need improvement. Specific New York State performance indicators and skills will be focused on for each student through writer and reader workshops. With a focus on comprehension, students’ abilities in reading for information and understanding, literacy response, and critical thinking will be enhanced.

ENGLISH ENRICHMENT COURSE (Offered to students in grades 7 and 8)

The English Enrichment course is intended to provide a challenging reading, writing, speaking, listening, and technology opportunity in addition to the required English 7 or English 8 course. Offered for four separate quarters, students may indicate a desire to take one or more of these courses. Each quarter will focus on a different literary component. Grading in the course will be on a PASS/FAIL basis. Students who sign up for the course are expected to attend every session and make a commitment to completing all of the work.

ENGLISH AS A SECOND LANGUAGE

This is a state and federal mandated program that seeks to provide intensive English skills to non-English speaking students using ESL methodologies and techniques. The students in this program are held to the same high standards as their English speaking counterparts, thus, the teachers incorporate all of the language arts modalities of listening, speaking, reading and writing. These classes not only teach English Language Arts, but also teach English through the content area and important aspect of the American culture. The program consists of whole class groupings.

The process of learning a second language is very similar to that of learning a first language. Studies have shown that the process of learning a second language, both for social and academic skills, takes anywhere between 6 to 10 years. Students are required to complete the program within 3 years; an additional extension of services for three extra years can be requested from the New York State Education Department, Office of Bilingual Education and Foreign Language Studies. Students who do not pass the NYSESLAT after receiving ESL services for 6 years must continue in the program until they score at the Proficiency Level on the NYSESLAT.

Initial Identification and Placement

Newly-registered students whose Home Language Questionnaire (HLQ) indicates that a language other than English is spoken at home, must be tested using the LAB-R for identification and initial placement after an informal oral interview. The test is used only once in the state of New York, at the time of registration in the district. After this, the ELLs will be tested for English language development using the NYSESLAT. In order to be placed at a level, ELLs must score the same on L&S and R&W. If they score differently, they will be placed at the level where they scored the lowest. The NYSESLAT State Test is the only tool used to exit the ESL program.

When students reach the Advanced levels they will receive additional services in Reading and Writing. Students in Advanced levels are placed in mainstream classes for content area subjects. When recommended, they will still receive additional services from the Title I Reading Teacher.

FOREIGN LANGUAGES

The Huntington UFSD LOTE (Languages Other Than English) program provides for either a four or a five-credit sequence. Following the New State Education Department guidelines, all pupils begin the study of LOTE in 7th grade. At this grade level, all students choose one language in order to have the opportunity of studying the same language for six consecutive years (five levels of instruction); grades 7 and 8 comprising one level (checkpoint A of the New York State LOTE syllabus). Each level is assigned one unit of study at the end of 8th grade, one high school credit is granted upon passing the New York State Proficiency test. The three-credit sequence necessary for a Regents Diploma with Advanced Designation is achieved after passing the Regents Comprehensive Examination at the high school level. Students are encouraged to continue the study of a foreign language until 12th grade. Finley Middle School offers its students a choice of four languages – French, Italian, Latin and Spanish.

FRENCH 7 (40 Weeks)

This introductory course (first half of Checkpoint A or level 1) is designed to acquaint students with the basic elements of the French language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak French in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of French culture will be introduced as well. Students who take French 7 in 8th grade will be placed in Spanish 1B, or Introduction to Spanish, in 9th grade. Students take a midterm in January and a final in June.
FRENCH 8 (40 Weeks)
This second year course (second half of Checkpoint A or level 1) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of French. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary material in French are introduced. Students take a midterm exam in January and the French Proficiency test and the final exam at the end of the year.

ITALIAN 7 (40 Weeks)
This introductory course (first half of Checkpoint A or level 1) is designed to acquaint students with the basic elements of the Italian language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak Italian in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of Italian culture will be introduced as well. Students take a midterm in January and a final in June. Students who take Italian 7 in 8th grade will be placed in Spanish 1B, or Introduction to Spanish, in 9th grade.

ITALIAN 8 (40 Weeks)
This second year course (second half of Checkpoint A or level 1) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Italian. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Italian are introduced. Students take a midterm exam in January and the Italian Proficiency test as the final exam at the end of the year.

LATIN 7 - Grade 7 (40 Weeks)
This introductory course (first half of Checkpoint A or level 1) is designed to acquaint students with the basic elements of the Latin language and its impact on English today. This introductory course will offer students the opportunity to learn many vocabulary items which appear on the PSAT. It is inclusive of grammar, syntax, morphology (the study of words, roots, suffixes, etc. Reading of simple prose selections from Latin authors and Roman culture are also included. Students take a midterm exam in January and a final exam in June.

LATIN 8 (40 weeks)
This second year course (second half of Checkpoint A or level 1) is the continuation of the subject matter begun in the first year. There is an expansion of vocabulary items that will appear on the PSAT. The study of grammar, syntax and morphology will continue as well as the reading of simple selections from Latin authors. Students take a midterm exam in January and the Latin Proficiency test as the final exam at the end of the year.

SPANISH 7 (40 Weeks)
This introductory course (first half of Checkpoint A or level 1) is designed to acquaint students with the basic elements of the Spanish language. Much emphasis will be placed on learning key phrases and expressions in order to enable students to begin to understand and speak Spanish in actual situations. Pronunciation, correct usage and fluency are particularly stressed. Some outside and authentic materials will be used, such as audio-visual materials, tapes, etc. to supplement instruction. Aspects of Spanish culture will be introduced as well. Students take a midterm in January and a final in June. Students who take Spanish 7 in 8th grade will be placed in Spanish 1B, or Introduction to Spanish, in 9th grade.

SPANISH 8 (40 Weeks)
This second year course (second half of Checkpoint A or level 1) is a continuation of the subject matter begun in the first year. Reading, writing, listening, and speaking are emphasized for a more comprehensive understanding of Spanish. There is an expansion of vocabulary as well as an introduction of culture. Short stories, articles, and complementary materials in Spanish are introduced. Students take a midterm exam in January and the Spanish Proficiency test as the final exam at the end of the year.

SPANISH 1A (40 Weeks)
This course is for 8th grade students who did not take a Foreign Language 7 course because of AIS. These students will be placed in Introduction to Spanish, in 9th grade, in order to meet their foreign language credit requirements. This first course in Spanish is designed to develop the students’ ability to understand and express ideas and thoughts that are generally found in everyday conversations. Pronunciation, correct usage and fluency are particularly stressed. Certain aspects of culture are also introduced. Students take a midterm in January and a final in June.

HEALTH
HEALTH 7 (20 Weeks)
All seventh grade students must take one semester of Health. The State Education Department has determined that every student must receive at least one semester of Health at the middle school level. The Health Education curriculum includes units in mental health, decision-making, family life, substance use and abuse, and chronic and communicable diseases.

HEALTH 8 (10 Weeks)
The Health Education curriculum examines critical health issues facing adolescents today. Topics include pressures of being a teenager, prejudice, teen pregnancy, personal safety and abduction, violence, STD’s and drug abuse. The students will identify and practice the skills necessary to make informed decisions.
and solve health problems.

FAMILY AND CONSUMER SCIENCE

Family and Consumer Science is no longer “merely cooking and sewing.” It is a series of life management courses that will teach students skills for life.

HOME AND CAREER SKILLS 7 (10 Weeks)

Home and Career Skills 7 is required of all seventh grade students by state mandate. The curriculum includes units of study in Building Self-Esteem and Stopping Self-Defeating Behaviors, the Thought Processes Used in Problem-Solving and Decision-Making, Time Management Skills in Daily Living, Nutrition, and Basic Cooking Skills.

HOME AND CAREER SKILLS 8 (20 Weeks)

Home and Career Skills 8 is required of all eighth grade students by state mandate. This curriculum includes units of study in Relationships and Conflict Resolution, Consumerism and Money Management, Career Exploration, Communication Skills, Sewing, and Clothing Construction.

MATHEMATICS

The goal of every math teacher at Finley Middle School is to provide students with the knowledge and understanding of the mathematics necessary to function in a world very dependent upon the application of mathematics. The New York State Education Department has clearly defined learning standards that will assist students, teachers, and parents in achieving this goal. All students will understand and become proficient in the skills of mathematics; communicate and reason mathematically; and become problem solvers by using appropriate tools and strategies. This will be accomplished through the integrated study of Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability.

MATHEMATICS 7 (40 Weeks)

Number Sense, which was the emphasis in kindergarten through grade 6, continues to play an integral role as the students enter middle school. In the seventh grade students sharpen their number sense, primarily through the integration of Probability and Statistics. Emphasis will be placed on the students’ ability to organize, display, and analyze data. The continuous development and reinforcement of algebraic concepts also plays a major role in the development of our seventh graders as they prepare to move forward into the eighth grade. The New York State Math 7 Assessment will be administered to all seventh graders in March and a uniform final exam will be administered in June.

MATH 7 ACCELERATED - (40 Weeks)

This course is designed to meet the needs of exceptional seventh grade mathematics students. The course covers topics in the Pre-Algebra curriculum and topics from Math 8. These students will take the Algebra 1 Regents Examination in eighth grade. Students must be able to work independently and should expect more extensive homework assignments. Students must maintain at least an 88 test average to remain in the program. The New York State Math 7 Assessment will be administered to all seventh graders in March, and a uniform final exam will be administered in June. This course is currently under review.

MATH 8 (40 Weeks)

Algebra and Geometry will be the primary focus in eighth grade. Some of the topics introduced will be factoring algebraic expressions using the GCF, factoring trinomials, solving linear inequalities, and performing arithmetic operations with polynomials. The Geometry unit gives students the opportunity to investigate geometric relationships such as vertical angles, complementary and supplementary angles, and parallel lines cut by transversals. In addition to geometric relationships, students also learn how to describe and identify transformations in a plane, using proper function notation such as rotations, translations, dilations, and reflections. The New York State Math 8 Assessment will be administered to all eighth graders in March and a uniform final exam will be administered in June.

MATH 8 ACCELERATED – INTEGRATED ALGEBRA

(40 Weeks)

This course is offered to students who have demonstrated the ability to handle rigorous coursework during seventh grade. The focal point of this course is the Algebra content strand. Some of the topics that will be covered include quadratic functions with integral coefficients and roots, as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions, allowing students to make connections between their analytical and geometrical representations. Students must maintain at least an 85 average to remain in the course. Students enrolled in this course will take the New York State Math 8 Assessment in March and the Algebra 1 Regents in June. The grade earned in this course will be entered on the student’s high school transcript and computed in the high school grade point average (GPA). Students who do not wish to have the grade entered in this way must drop the course before the midpoint of the course.

MATH LAB

Math Lab is designed to provide additional support to students. Instruction focuses on the basic
mathematics skills, conceptual understanding, and academic language students need to be successful in mathematics.

MUSIC

Music is an important element of a Finley student’s experience. Music is required of every student. At the Middle School, we have courses designed for the serious music student who wishes to continue with his/her performing group experience and courses for students who do not wish to perform in chorus, band or orchestral groups. Our music classes meet on alternate days opposite the youngster’s physical education classes.

PERFORMING MUSIC ENSEMBLES: BAND 7 & 8, ORCHESTRA 7 & 8, AND CHORUS 7 & 8 (40 WEEKS – ALTERNATE DAYS)

The Finley Band, Orchestra and Choral programs provide opportunities for our performing musicians to develop more advanced skills while performing more challenging music. Complex rhythms, sight-reading, tone quality, balance and interpretation are some of the many musical components that are stressed. Participation in a large performance ensemble also helps develop self-discipline, teamwork and esprit de corps. Our Band, Orchestra, and Choral students perform at our annual Winter and Spring Concerts and at other special events during the year. In addition to the class period, students are required to attend a weekly lesson period, which rotates throughout the school day, as well as all evening dress rehearsals and concerts.

Students who wish to participate in band or orchestra as well as Chorus should register for the instrumental class. They will be invited to attend Choral rehearsals during lunch periods and will be permitted to sing in the concerts.

Prerequisite: Prerequisite for Band, Orchestra, and Chorus - At least one year of successful participation in a Band, Orchestra or Choral program, or special permission of the director.

Important Note: Students in performance groups will not be permitted to drop or change these courses prior to the end of the first progress report period.

NON-PERFORMING COURSE: GENERAL MUSIC (40 WEEKS – ALTERNATE DAYS)

This course is required of all students who do not participate in Band, Orchestra or Chorus. Students will learn about a variety of musical styles, including the study of American pop music. General Music may be taken in grade 7 or 8, but not in both.

PHYSICAL EDUCATION

It is our philosophy at Finley Middle School that Physical Education will provide the opportunity for all students to have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

PHYSICAL EDUCATION 7 AND 8 (40 WEEKS – ALTERNATE DAYS)

Physical Education is required of all seventh and eighth grade students. Through various team and individual sports, students will learn fundamental skills, game rules and strategies. Students will also learn skills such as sportsmanship, teamwork, cooperation and many other important life skills. Various units may be co-educational. The unit of activity may include:

- Soccer
- Flag Football
- Basketball
- Volleyball
- Wrestling
- Tennis
- Badminton
- Floor Hockey
- Lacrosse
- Softball
- Track
- Weight Training
- Physical Fitness
- Field Hockey
- Aerobics

SCIENCE

Our science courses are designed to provide all students with a basic foundation of scientific concepts. This foundation will prepare the middle school student for Regents level science courses in high school.

All students in Science 8 will take the Intermediate Level Science Assessment in June. This New York State exam will test science concepts learned in grades five through eight.

Science classes are fun! Hands-on activities are an exciting way to practice the methods of science while learning the concepts of life, earth and physical science. Classes use computers, audiovisual materials, and laboratory activities to add interest and variety.

ESL SCIENCE 7/8 (40 WEEKS)

This course was created to meet the needs of the ESL students at the beginning English proficiency level. Over two years the ESL science course covers topics normally covered in science 7 and science 8. Students are placed in the class with the recommendation of the ESL teacher and Director of Science.

SCIENCE 7 (40 WEEKS)

This course is required for all seventh grade students. Included in this course are topics found in the NYS Intermediate Science Core Curriculum Guide: The Physical Setting. These topics include the scientific method, processes and characteristics of living things, structure and functions of cells, concepts in genetics, evolutionary theory, and ecological principles. Human biology, including systems and interactions, are also studied.

SCIENCE 8 (40 WEEKS)

This course is the regular placement for all 8th grade students. Included in this course are topics found in the NYS Intermediate Science Core Curriculum Guide: The Physical Setting. These topics include the scientific method, and major concepts in each of the physical sciences: chemistry, physics and earth science.
ADVANCED TOPICS IN SCIENCE (40 WEEKS)

8th grade students in accelerated science placement take this course concurrently with Earth Science. This course is a study of selected topics in the sciences. Students will be prepared to compete in the Middle School Science Olympiad. Students will also investigate several Earth Sciences topics of greater depth and breadth. The class will meet every other day, concurrent with the Earth Science lab period. This course is graded pass/fail.

EARTH SCIENCE (40 WEEKS)

This course is the accelerated placement for 8th grade students. Units of study are based on the NYS Core Curriculum Guide, The Physical Setting: Earth Science. Topics include planetary motion, meteorology, geology, and the earth’s environment, among other selected studies in the earth sciences. Under NYS guidelines, laboratory activities are an integral part of this course and include a minimum of 1200 minutes of completed laboratory investigations, with required written lab reports.

Students are mandated to complete this laboratory requirement for entrance into the written component of the Regents Exam in June. In addition, students will complete the State Performance Assessment in June. The grade earned in Earth Science will be entered on the student’s high school transcript and computed in the high school grade point average. Students who do not wish to have the grade entered this way must drop the course before the midpoint of the year.

*Placement in the Earth Science accelerated class is selective and is based on a 12-point scale. These include: grades in the seventh grade Life Science, Mathematics and English classes; scores on the seventh grade NYS Math and English Assessments; placement examination score; attendance; and recommendations of the seventh grade science teacher.

SOCIAL STUDIES

The aim of social studies instruction is to help young adults learn to carry on the free society they have inherited. Students also learn to make whatever changes modern conditions demand or creative imagination suggests that are consistent with a free society’s basic principles and values. Finley’s social studies program is based on the New York State Grade 7-8 Curriculum in Social Studies: Two Year Sequence of Study. In both grades, teachers develop and explore with students 12 units of study. The content focuses on a chronologically organized study of United States history. It traces the experience of Americans from pre-Columbian times to the present and ties together political, social and economic trends.

SOCIAL STUDIES 7 (40 WEEKS)

This course is required of all seventh grade students. Major units of study include: The Global Heritage of the American People Prior to 1500; European Exploration and Colonization of the Americas; Creating a New Nation; Experiments in Government; Manifest Destiny: Life in the New Nation; Causes of the Civil War.

Students can opt to delve into greater detail by researching a specific American history topic tied to the annual National History Day theme. Instructors also provide rich project-based lessons which allow for a full social studies approach that ties together historical, geographic, economic and social inquiries. A final exam and departmental quarterly exams assess students’ knowledge and skills using the exam format on the 8th Grade New York State Assessment.

SOCIAL STUDIES 8 (40 WEEKS)

This course is required of all eighth grade students. Major units of study include: A review of the Constitution and the causes of the Civil War. New material includes the following units: Civil War and Reconstruction; An Industrial Society; The United States as an Independent Nation in an Increasingly Interdependent World; The United States Between the Wars; The United States Assumes Worldwide Responsibilities; The Changing Nature of the American People from WWII to the Present; Citizenship in Today’s World.

Please note: All eligible students for our 9th grade Honors Social Studies programs will be recommended by a committee. In determining the best placement for the student, reading level, research skills and performance on exams will be reviewed. Students should maintain an average of 90, or better, throughout 8th grade and score in the 90’s on the 8th grade assessment in June to indicate appropriate placement in 9th grade honors. Students must sit for a mandatory writing sample which will be graded by a committee to determine placement for grade 9.

ESL SOCIAL STUDIES

(40 WEEKS)

This course was created to meet the needs of ESL students who require assistance in reading, writing and
speaking English. The ESL Social Studies course is the same as the other classes, however, the instruction is modified and individualized to meet the needs of the students. Students are placed in ESL Social Studies as a result of a language evaluation and recommendation of the ESL teacher and chairperson.

TECHNOLOGY

The rapid and increasing growth in the development of technology has had a dramatic impact on all our lives. Therefore, it has become evident that one should develop an understanding of technology and technology systems. Approximately twenty-five percent of instructional time will be spent on classroom instruction while seventy-five percent will be spend on hands-on shop laboratory experiences.

TECHNOLOGY 7 (20 WEEKS)

This course is required of all seventh grade students. Students will study the basic principles of information systems and the influence of those systems on their lives. The curriculum for this course includes the following topics:
- Multimedia Authoring - Desktop Publishing
- Internet as a Tool - Computer Aided Drafting
- Video Conferencing - Architecture
- Information Processing

TECHNOLOGY 8 (20 WEEKS)

This course is required of all eighth grade students and is an extension of the Technology 7 program. The course will broaden the student’s understanding of technology and technological systems. In addition, students will be exposed to the thinking process involved in the development of technologies. This second part of the one-year regent’s technology mandate is presented through 10 modules:
- Choosing appropriate resources for technological systems
- How resources are processed by technological systems
- Using technology systems to solve problems
  - Controlling technological systems
  - Social impact of technology
  - The technology of the future
  - What resources are needed for technology
  - How people use technology to solve problems
  - Systems and subsystems in technology
  - How technology affects people and the environment

THE FINLEY COMPENSATORY READING PROGRAM

LANGUAGE ARTS
(40 WEEKS – ALTERNATE DAYS OR DAILY)

Students at Finley Middle School are scheduled for reading based on scores on the New York State Reading Test, and/or TerraNova Tests. Reading classes are designed to help students become more skillful readers, drawing simultaneously on the knowledge about letters, words, sentences and concepts. Instructional strategies focus on helping students learn to view reading as a search for meaning, and to successfully read a variety of materials for specific purposes, both in the English Language Arts program and in all content areas where reading is used to learn. Students are helped to read for information, to respond personally to content, to form judgments about that content, and to perform more effectively on district wide, state, and national reading tests.

MINI-COURSES

Students have the opportunity to participate in mini-courses dependent on some of the other courses in which the student is enrolled. Our Earth Science and high school Studio Art students are not able to take eighth grade mini-courses. All other eighth graders will take four mini-courses including Computer Literacy and Topics in Humanities. See other sections for description of Art 8 and Health 8.

HUMAN RELATIONS (10 WEEKS)

This course is an introduction to human relations through the vehicle of historical examples. It will introduce students to basic humanitarian principles that include: equality of all groups, and tolerance among and between ethnic/racial groups.

WORD PROCESSING (10 WEEKS)

This course is designed to introduce students to the use of the computer as a tool to facilitate writing. Students will learn how to edit their work and how to format the output through the use of a computer network.

A second aspect of this course is the function of the spreadsheet. Students will learn how to create and use a spreadsheet. Learning is enhanced by daily work at the computer through a hands-on approach.

TOPICS IN HUMANITIES (10 WEEKS)

This course supports and motivates student awareness and participation in the political process. The 10 weeks is divided into two components, each of which lasts 5 weeks. A project-based learning component is an integral part of this course.

In the first five weeks, students explore time periods in American History during which art and music expressed calls for social change and reform. Students will be guided in viewing art and music as a catalyst for specific calls for change and progress, with the goal of making one’s community or nation a better place to live. Examples include: the Abolition Movement and its connection to slave spirituals and the blues in the Reconstruction Period; the movement and settlement of the West and the interpretation of this change by American painters; the 1930s Depression Era art and music; and protest music of the 1960s with calls for social reform/civil rights.

In the second component, students will follow the Project Citizen curriculum model to first identify a local
community or national issue, then research causes to gain further depth on the issue, and finally examine and propose solutions. A presentation of a portfolio which argues for a change in public policy is required.

The intent is to have students recognize and participate in the non-violent political process our nation’s institutions provide to build character and citizenship as well as confidence in the effectiveness of political institutions to facilitate real change that better the life of our Huntington community.

**AFTER SCHOOL ACTIVITIES**

**INTERSCHOLASTIC ATHLETICS**

The Middle School interscholastic athletic program is an integral part of our total school curriculum. Just as other curriculum areas, our athletic program is sequential. Middle school students participate in what is termed a modified program. Each sport is modified to insure the safety of students at this age level. The primary goal of the program is student involvement and learning the fundamentals of the sport. Students are encouraged to participate as early as possible with hope that they continue to participate at the high school level. Interscholastic athletics include:

**FALL**

- Boys:
  - Football
  - Soccer
  - X-Country

- Girls:
  - Field Hockey
  - Soccer
  - X-Country
  - Tennis

**EARLY WINTER**

- Boys:
  - Basketball
  - Wrestling

- Girls:
  - Volleyball
  - Girls: Basketball

**LATE WINTER**

- Boys:
  - Baseball
  - Lacrosse
  - Track & Field

- Girls:
  - Softball
  - Track & Field

**SPRING**

- Boys:
  - Tennis
  - Track & Field

- Girls:
  - X-Country
  - Tennis

Students are required to have an up-to-date physical examination and parent's consent form on file with the school nurse in order to participate on any Finley interscholastic athletic team.

**STUDENT ACTIVITIES**

A student activity period is scheduled daily at 2:55pm. A wide variety of clubs and activities are offered for student participation. Most clubs are open to both seventh and eighth graders. A few, however, are restricted to a particular grade or are selective in their membership. There is also an intramural sports program available for boys and girls. Students may also attend extra help sessions in any subject area during the activity period.

The Finley Library is open after school each day so that a student can study, complete homework assignments, or make use of library materials.

Some clubs include:

<table>
<thead>
<tr>
<th>Art Club</th>
<th>School Store</th>
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<tbody>
<tr>
<td>Audio-Visual Squad</td>
<td>Show Choir</td>
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<tr>
<td>Drama Club</td>
<td>String Ensemble</td>
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<tr>
<td>Honor Society</td>
<td>Jazz Band</td>
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<tr>
<td>Intramurals</td>
<td>Stage Crew</td>
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<td>Leadership Club</td>
<td>Student Government</td>
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<td>Mathletes Team</td>
<td>Yearbook Staff</td>
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<td>Newspaper</td>
<td>Wind Ensemble</td>
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<td>Peace Makers</td>
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**SCHOOL MEDIA PROGRAM**

The Library Media Center program provides students with the information literacy skills necessary to acquire knowledge and to explore and express ideas. The program helps students become independent learners by teaching them how to find and use information in print, CD-ROM, computer software, and Internet sources. These skills are particularly important in view of today's rapidly expanding technology and information base.

In addition to the classes scheduled throughout the day, the Library Media Center is open to students every day during lunch periods and after school. Individually, students can make use of the books, magazines, computers, CD-ROM materials, Internet, word processing, study, complete homework, read and explore other research materials.

**STANDARDIZED TESTING AT FINLEY MIDDLE SCHOOL**

By using standardized tests to measure Middle School students’ academic standing, the faculty is able to establish a benchmark from which comparisons can be made to students using a criteria-referenced, standards based norm. Any significant change that may have occurred in an individual student's record can be observed.

The primary purpose of all school testing is the improvement of instructional practices. Auditing academic achievement annually has been shown to be an important way of involving communities and parents in a positive accountability of educational results for each child in the school district.

The tests used at Finley Middle School include:

- Grade 7 New York State Assessments in English/Language Arts and Mathematics.
- Grade 8 New York State Assessments – in
English/Language Arts, Mathematics, Science, and Social Studies.

PUPIL SERVICES

GUIDANCE AND COUNSELING

A guidance and counseling program is designed to help all students explore their educational and career development and to promote support services geared to the behavioral, social and emotional growth needs of students. Through individual and group counseling, students are able to address their particular concerns, personalize the information they receive and make effective plans for the future.

The counselors assist students, faculty and parents in facilitating the academic and social progress of students. This includes program planning, parent conferences, placement in special courses and the utilization of student records for further counseling intervention. Parent contact is always encouraged.

STUDENT RELATED SERVICES

Psychologists, Social Workers, Youth Counselors, Speech & Language Therapists, and other related service providers are members of the Pupil Services Department. They provide a wide range of services to support students, parents and staff. These services include:

- Screenings and evaluations
- Parent conferences
- Individual and group counseling
- Speech & language therapy
- Occupational Therapy, Physical Therapy and vision services
- Teacher consultation to address students’ needs
- Serving as members of the Child Study Team, 504 Committee and the Committee on Special Education
- Crisis intervention
- Training for staff and parents
- Substance abuse counseling
- Resource and referral

SPECIAL EDUCATION PROGRAMS

A. **Consultant Teacher Services**

Placement in this program is for students identified as having a disability and is based on individual need. This placement must be recommended by the Committee on Special Education and reviewed by the Board of Education of the Huntington School District. Consultant teacher services shall be for the purpose of providing direct and/or indirect services to students with disabilities enrolled full time in regular education classes. Such services shall meet specific needs of students with disabilities and shall be included in the student’s Individual Education Program (IEP). The consultant teacher will assist regular education teachers in adjusting the learning environment and/or modifying their instructional methods to meet individual needs of students with disabilities who attend their classes.

B. **Resource Program**

Placement in this program is for students identified as having a disability and is based on individual need. This placement must be recommended by the Committee on Special Education (CSE) and reviewed by the Board of Education of the Huntington School District.

Small group support instruction is provided for students in this program. It meets as a regularly scheduled class. Instruction is based on individually diagnosed needs and prescribed by an Individual Education Program (IEP).

C. **Special Class Program (SC)**

Placement in the special class program is for students identified as having a disability and is based on individual need. This placement must be recommended by the Committee on Special Education and reviewed by the Board of Education of the Huntington School District. This program is congruent with mainstream instruction; it concentrates on remediating students’ deficits while building on their strengths.

The special class program offers an individualized approach to learning. Class enrollment is a maximum of 12 students, 1 teacher with an aide, or 6 students, 1 teacher with an aide. This program encourages positive attitudes towards school by assisting the student to develop a positive self-image, a sense of self-reliance, and an understanding of his/her potential. The special education teacher works closely with parents, guidance counselors, support staff, and administrators to monitor individual students’ needs and progress. The Committee on Special Education and the student’s IEP govern this program.

Inclusion is another facet of the special class program. Some of the special education students participate in the mainstream program in classes that are team-taught by the general education teacher and the special education teacher. With the support of the special education teacher and aide, the students participate in up to four mainstream classes and one period a day of S & O (Support and Organization). The Committee on Special Education and the student’s IEP govern this program.

NOTICE OF NONDISCRIMINATION

The Huntington Union Free School District, Huntington, New York, does not discriminate on the basis of color, creed, disability, marital status, national original, race, age, religion, sex or sexual orientation in any of its educational programs or activities, or in its employment practices. Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), the Americans with Disabilities Act (ADA) and the Age Discrimination Act prohibit discrimination on the bases of sex, race, color or national original,
disability and age respectively. This policy of nondiscrimination includes: recruitment and employment of employees, salaries, pay and other benefits, counseling service to students, student access to course offerings, student access to course offerings, educational programs and activities.

Inquiries concerning the application of this policy on non-discrimination or complaints of discrimination under any of the above-referenced bases may be directed to the following individuals designated to coordinate the District’s efforts to comply with and carry out its responsibilities under Title IX, Title VI, Section 504/ADA and the Age Discrimination Act.

Coordination of activities relating to compliance with Title IX, Title VI and the Age Discrimination Act are the responsibility of Dr. Joseph Giani, Assistant Superintendent for Personnel & General Administration, Huntington UFSD Administration Offices, P. O. Box 1500, Huntington, New York 11743, (631) 673-2185.

Coordination of activities relating to compliance with Section 504 and the ADA are the responsibility of Dr. Kenneth Card, Assistant Superintendent for Curriculum & Instruction, Huntington UFSD Administration Offices, P. O. Box 1500, Huntington, New York 11743, (631) 673-2036.

DISTRICT ADMINISTRATION

Mr. John Finello
Superintendent

Dr. Joseph Giani
Assistant Superintendent for General Services & Personnel

Mr. David Grackin
Assistant Superintendent for Finance & Management Services

Dr. Kenneth Card
Assistant Superintendent for Curriculum & Instruction

BOARD OF EDUCATION

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Mr. Philip Lowe – Guidance...............673-2022
Ms. Linda Roth –
PPS & Special Education Chair...........673-2046
FAX..................................................271-2640

DISTRICT DIRECTORS

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Carmen Kasper..........................673-2104

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Georgia McCarthy........................673-2079

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Student Support Services, Vicki Mingin.....673-2115