

# **J. TAYLOR FINLEY MIDDLE SCHOOL**



## **Curriculum Guide 2016 - 2017**

# 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 8<sup>th</sup> grade.

They are:

- English (2 units)
- Mathematics (2 units)
- Science (2 years)
- Social Studies (2 units)
- Technology (1 unit)
- Library and Information Skills
- Languages other than English
- Home and Careers (¾ unit)
- Art (½ unit)
- Music (½ unit)
- Health (½ unit)
- Career Development & Occupational Studies (CDOS)
- Physical Education

In addition, each 7<sup>th</sup> and 8<sup>th</sup> grade student will take a world language unless he/she is exempted (as per the CSE).

Finley Middle School offers students the opportunity to take accelerated courses in mathematics, science, art, and world language. Successful completion of these courses yields high school credit. Additionally, mandated services/programs take precedence over elective courses. Please refer to other sections of the Curriculum Guide for additional information.

The sample chart below is designed to aid the student and parent in planning a two year experience at Finley.

GRADE 7		GRADE 8	
Period	Subject	Period	Subject
1	English	1	English
2	Mathematics	2	Mathematics
3	Science	3	Science
4	Social Studies	4	Social Studies
5	Lunch	5	Lunch
6	World Language	6	World Language
7	Art and Health	7	Technology and Home and Careers
8	Phys. Ed. and Music	8	Phys. Ed. and Music
9	Technology and Home and Careers, Library and Information Skill	9	Art, Computers, Health

Students enrolled in accelerated courses in Earth Science and/or Studio in Art will have one or more changes in the above courses.

## 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.

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 that the teacher considers important, i.e. tests, homework assignments, projects, lab work, participation in classroom activities, etc.

## **FAILURE POLICY**

Any 7<sup>th</sup> or 8<sup>th</sup> grade student who fails a general education course in English, social studies, mathematics, world 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 is eligible for the High Honor Roll if he/she 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 is eligible for the Honor Roll if he/she 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 provides 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.

## **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 7<sup>th</sup> 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 8<sup>th</sup> grade students who do not take Studio Art in 8<sup>th</sup> grade.

### **STUDIO IN ART - GRADE 8 (40 Weeks)**

This full year high school 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, and student portfolio. Parents of students qualifying by grade point average will receive application information by mail.

The final grade earned will be recorded on the student's high school transcript and computed in the high school grade point average. Students who do not wish to have their grade entered this way, must drop the course before the midpoint of the year.

## **ENGLISH**

The overall goals of the English program in grades 7 and 8 are linked to the new Common Core Standards for English Language Arts. These College and Career Readiness Anchor Standards focus on developing student skills in reading, writing, language, speaking and listening. 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.

### **ENGLISH 7 (40 Weeks)**

This course is required of all 7<sup>th</sup> grade students. The curriculum, linked to the Common Core Standards for English Language Arts, focuses on writing and literature both fiction and non-fiction. Curricular modifications have taken place since these new Common Core State Standards (CCSS) in English Language Arts and Literacy have been fully adopted by the NYS Education Department.

The Huntington writing program emphasizes writing as a process, including pre-writing, drafting, revising, and editing. Close reading and writing based claims supported by evidence are recurring foci in 7<sup>th</sup> grade. 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. During the year, students' proficiency in the standards will be assessed through quarterlies which serve as formative assessments in the early months. There is also an intentional focus on writing conventions taught within the context of authentic student writing. A research-based approach, the Strategic Instructional Model (S.I.M.) is introduced. Students will take the NYS 7<sup>th</sup> Grade English Language Arts CCSS Assessment, administered to all seventh graders in New York State in the spring. The final examination is departmental, based on the English Language Arts assessment.

### **ENGLISH 8 (40 Weeks)**

This course is required of all 8<sup>th</sup> grade students. The curriculum, linked to the Common Core State Standards for Language Arts, emphasizes reading, writing, listening, and speaking. Curricular modifications have taken place since these Common Core State Standards (CCSS) in English Language Arts and Literacy have been fully adopted by the NYS Education Department.

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. Close reading and writing based claims supported by evidence are again focused on 8<sup>th</sup> grade. Parts of speech and increasingly sophisticated grammatical structures are learned and practiced. During the year, students' proficiency in the standards will be assessed through quarterly exams which serve as benchmarks for student growth in NY State reading and writing performance indicators. Students will take the 8<sup>th</sup> Grade English Language Arts (CCSS) Assessment, administered to all 8<sup>th</sup> grade students in New York State in the spring. Students continue preparation for Regents level reading, writing, speaking, listening, and critical thinking. A departmental final exam is administered in June.

**Please note:** All eligible students for our 9<sup>th</sup> grade Honors English programs will be recommended by a committee. In determining the best placement for the student, reading level, GPA, State scores, and performance on exams will be reviewed. Students should maintain an average of 90, or better, throughout 8<sup>th</sup> grade and score a high 3 or 4 on the 8<sup>th</sup> grade ELA Assessment in May to indicate appropriate placement in 9<sup>th</sup> 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.

### **ENGLISH LANGUAGE LAB**

This course meets on alternate days and 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 AS A NEW LANGUAGE (ENL)**

This is a state and federal mandated program that seeks to provide intensive English skills 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, 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 score Commanding on the NYSESLAT after receiving ENL 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, students must be tested using the NYSITELL for identification and initial placement after an informal oral interview in English and the native language. 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.

When ELLs (English Language Learners) reach the advanced level they are placed in mainstream classes for content area subjects and continue to ENL services. When they are at the Entering, Emerging, Transitioning and Expanding levels, they are placed in ENL content area subjects.

## **HEALTH**

### **HEALTH 7 (20 Weeks)**

All 7<sup>th</sup> 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.

## **HOME AND CAREER SKILLS**

Home And Career Skills 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 7<sup>th</sup> 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 (40 Weeks - alternating days)**

Home And Career Skills 8 is required of all 8<sup>th</sup> 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.

## **LIBRARY MEDIA CENTER**

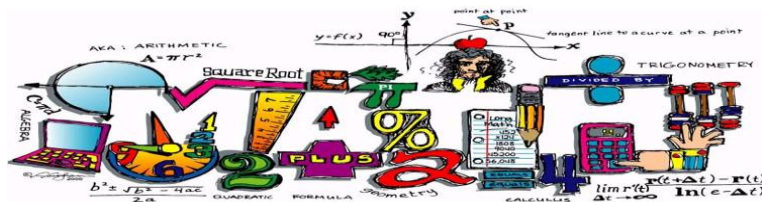
### **LIBRARY RESEARCH AND STUDY SKILLS 7 (10 weeks)**

Information literacy and inquiry skills are taught through project-based learning. Units of study include: study skills techniques, the research process and related skills, information location and access, and bibliography.



# 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 lessons will expose students to the standards of mathematical practice: make sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and make use of repeated reasoning. This will be accomplished as students participate in the national common core math curriculum in 7<sup>th</sup> and 8<sup>th</sup> grades.



## **MATHEMATICS 7 (40 Weeks)**

The 7<sup>th</sup> grade curriculum concentrates on ratios and proportional relationships, where students will analyze proportional relationships and use them to solve real world and mathematical problems. Students will continue to develop number sense by applying and extending previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. Students will also continue to learn about expressions and equations. They will use properties of operations to generate equivalent expressions and will solve real-life and mathematical problems using numerical and algebraic expressions and equations. Statistics, probability and geometry will be used to strengthen student understanding of mathematical concepts. The New York State Math 7 Assessment will be administered to all 7<sup>th</sup> graders.

## **MATH 7 ACCELERATED (40 Weeks)**

This course is designed to meet the needs of exceptional 7<sup>th</sup> grade mathematics students. The course covers topics in the Grade 7 curriculum and topics from Math 8. These students will take Common Core Algebra 1 Honors course in eighth grade, which will culminate in the Common Core Algebra I Regents. Students must be able to work independently and should expect more extensive homework assignments. Students are encouraged to maintain at least an 85 test average. The New York State Math 7 Assessment will be administered to all 7<sup>th</sup> graders.

## **MATH 8 (40 Weeks)**

The 8<sup>th</sup> grade curriculum extends student's work with expressions and equations to include radicals and integer exponents. Teachers will assist students in making connections between proportional relationships, lines and linear equations. Students will define, evaluate and compare functions and will study geometry concepts such as the Pythagorean Theorem, congruence and similarity using physical models. Students will begin to explore rational and irrational numbers, statistics and probability and will apply geometry concepts to solve real world mathematical problems. The New York State Math 8 Assessment will be administered to Math 8 students.

## **COMMON CORE ALGEBRA 1 HONORS - GRADE 8 (40 Weeks)**

The fundamental purpose of this high school course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students are encouraged to maintain at least an 85 test average. At the end of this course, students must take the Common Core Algebra 1 Regents. Both the Regents exam and final grade earned will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average. If the New York State Education Department extends its waiver, students taking this course will not have to take the New York State Grade 8 Assessment.

## **MATH LAB**

Math Lab is designed to provide additional support to students who scored a level 1 or 2 on the previous year's New York State Math assessment along with teacher recommendation. 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 - alternating days)**

The Finley Band, Orchestra and Choral programs provide opportunities for our performing musicians to develop 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 to 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 – alternating 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. Students will have an opportunity to learn how to play world percussion instruments and keyboards as part of the curriculum.

## 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. Students will participate in personal fitness and individual & team sports.

#### **PHYSICAL EDUCATION 7 AND 8 (40 Weeks – alternating days)**

Physical Education is required of all 7<sup>th</sup> and 8<sup>th</sup> grade students.

Our personal fitness program is a core strength and conditioning program. It is a deliberate attempt to optimize a student's physical competence in each of ten recognized fitness domains: Cardiovascular and Respiratory endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance and Accuracy. This program is developed to enhance an individual's competency at all physical tasks along with the development of successful diet strategies. This conditioning program will take place in all classes but will dominate the 2 day a week PE classes. During the 3 day a week PE classes, students will also participate in skill development, game strategies, socialization, teamwork and cooperation through team-oriented classes concentrating on those activities which relate to sports and other group activities such as; flag football, soccer, volleyball, basketball, floor hockey, badminton, tennis, wrestling, etc.

## **SCIENCE**

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 technology and emphasize collaboration, communication and problem solving.

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 (ILS) Assessment. This New York State exam tests science concepts learned in grades 5 through 8. It consists of two components: a performance test in May and a written test in June.

### **ENL 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 Director and Chairperson of Science.

### **SCIENCE 7 (40 Weeks)**

This course is required for all 7<sup>th</sup> grade students. Included in this course are topics found in the NYS Intermediate Science Core Curriculum Guide: The Living Environment. These topics include the scientific method, characteristics of living things, structure and functions of cells, and concepts in genetics and evolutionary theory. Human biology, including systems and interactions, are also studied.

### **SCIENCE 8 (40 Weeks)**

This course is the regular placement for all 8<sup>th</sup> grade students. Included in this course are topics found in the NYS Intermediate Science Core Curriculum Guide: The Physical Setting. Major concepts in each of the physical sciences: chemistry, physics and earth science are taught.

### **EARTH SCIENCE R - Grade 8 (40 Weeks)**

This high school course is the placement for 8<sup>th</sup> grade students who are accelerated in science. 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 laboratory investigations, with required written lab reports. Completion of requisite lab reports is a requirement in order to be eligible to take the Earth Science Regents examination in June, which will be the final exam for the course.

The Regents exam consists of two components: a performance test and a written test. Both the Regents exam and final grade earned will be recorded on the student's high school transcript, and the final grade will be 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 end of the first formal marking period.

## **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 levels of study, teachers develop and explore several thematic, chronologically organized units on the history of the United States. The two courses also incorporate the New York State adopted Common Core anchor standards, and the new 2014 Social Studies Frameworks.

### **SOCIAL STUDIES 7 (40 Weeks)**

This course is required of all 7<sup>th</sup> 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 and events 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 midyear exams assess students' knowledge and skills in United States history, geography and document analysis.



## **SOCIAL STUDIES 8 (40 Weeks)**

This course is required of all 8<sup>th</sup> grade students. Major units of study include: The Constitution; review of The 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. A midterm assesses student growth. These assessments also reflect an emphasis on student understanding of the geography of the United States. 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 inquires. In June, all eighth graders will take a final which evaluates students' learning of the content of grade 8.

**Please note:** All eligible students for our 9<sup>th</sup> 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 8<sup>th</sup> grade and score in the 90's on the 8<sup>th</sup> grade final in June to indicate appropriate placement in 9<sup>th</sup> grade honors.

## **ENL 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 Director and Chairperson of Humanities.

## **SOCIAL STUDIES LAB**

Social Studies Lab is designed to provide additional support to students. Instruction focuses on the skills, conceptual understanding, and academic language students need to be successful in social studies.

## **TECHNOLOGY**

Technology Education is an exciting field that allows students to learn by doing and is primarily a hands-on class. Students will apply concepts learned in Science, Mathematics, Engineering, and Technology to solve problems and make informed decisions. Students will use tools and technology to solve real-world problems. As a result, students will go home with various projects that are made in class that will give them a sense of accomplishment, ownership, and pride.

### **TECHNOLOGY 7 (7<sup>th</sup> Grade - 20 weeks)**

Technology 7 is a required class that meets every day for 20 weeks. Students take ideas from concept to completion by learning the design, build, and communicate process. The course is divided into content areas which introduce basic technological literacy concepts in aerospace, robotics, transportation, power and energy, structures, manufacturing and alternate energies. Students will demonstrate safe and proper use of technology, equipment, and tools. Each content area has "real-world" context-based problems that students solve by completing hands-on activities.

### **TECHNOLOGY 8 (8<sup>th</sup> Grade - 20 weeks)**

Technology 8 is a required class that meets every other day for 40 weeks. Students will build on the foundations and principles learned in Technology 7. Students will continue to explore different career options and design authentic projects in areas such as architecture, graphic design, engineering, CAD, electronics, and woodshop. In addition, students will learn to lead, follow instructions, cooperate with others, and work effectively in a team to accomplish real-world design and engineering tasks. Throughout the year students will hone critical thinking and problem-solving skills, which will equip students with the skills needed to create, adapt, and engineer solutions for our future society.



## **INFORMATION TECHNOLOGY 8**

This course meets New York State Technology requirements for Middle School. Students explore a variety of 21<sup>st</sup> century skills through the use of computers by designing, editing, presenting and processing. Specific programs include: Powerpoint, Prezi, Web Design, Multimedia Authoring, Video Editing and 3D Home Architecture.

## **WORLD LANGUAGES**

The LOTE (Languages Other Than English) program provides for either a four or a five credit sequence included in Checkpoints A, B, and C of the New York State Curriculum. Each Checkpoint covers similar topics, grammatical structures, and cultural information, but spirals into a more comprehensive practice every year. Students are initiated in the study of foreign language through the FLEX (Foreign Language Exploratory) program offered in the 6<sup>th</sup> grade. The FLEX program introduces the students to the four languages offered in our school district (French, Italian, Latin and Spanish). When students start 7<sup>th</sup> grade, they choose from one of the four languages and continue in the same language at the high school. The students complete Checkpoint A at the end of 8<sup>th</sup> grade by passing the FLA Exam and earning one high school credit. Students who successfully complete this course continue on to level II at the high school.

The two Standards for LOTE are communication and culture. The New York State Education Department has organized the curriculum into 13 thematic topics: Personal Identification, Family Life, House and Home, Education, Community and Neighborhood, Food and Meal-Taking, Shopping, Health and Well Being, Earning a Living, Physical Environment, Leisure, Public and Private Services, and Travel. All these topics are incorporated in the school's curriculum. *The New York State Board of Regents has eliminated the LOTE PROFICIENCY in all languages, but has approved an amendment to CR100.5 to allow students to meet the Proficiency assessment requirements by passing a locally developed examination. Huntington, as part of a LI Consortium, has developed such an exam. This exam offers our students the opportunity to continue to earn one HS credit by passing the locally developed exam in any of the four languages taught in the district.*

### **FRENCH 7 (40 Weeks)**

This introductory course (first half of Checkpoint A or level I) 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 8<sup>th</sup> grade will be placed in Spanish I in 9<sup>th</sup> grade. Students take a midterm in January and a final in June.

### **FRENCH I - Grade 8 (40 Weeks)**

This second year course (second half Checkpoint A or level I) 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 FLA test as the final exam in June. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average.

### **ITALIAN 7 (40 Weeks)**

This introductory course (first half of Checkpoint A or level I) 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 8<sup>th</sup> grade will be placed in Spanish I in 9<sup>th</sup> grade.

### **ITALIAN I - Grade 8 (40 Weeks)**

This second year course (second half of Checkpoint A or level I) 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 FLA test as the final exam in June. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average.

### **LATIN 7 - Grade 7 (40 Weeks)**

This introductory course (first half of Checkpoint A or level I) 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 in January and a final exam in June.

### **LATIN I – Grade 8 (40 Weeks)**

This second year course (second half of Checkpoint A or level I) covers the vocabulary and grammar necessary to read and write simple Latin. Oral reading and reading comprehension will be included. Roman culture is studied, with an emphasis on history, family life, religion, government and achievement in art and architecture. There is an expansion of vocabulary items that will appear on the PSAT. Students will understand the relationship between Latin and the English Language. They will see how the meaning of English words can be determined by the study of their Latin roots. This course is strongly recommended for students pursuing the FLA exam, the Sciences, Medicine, Pre-Law and the Arts and Humanities in college. There is selective participation in the Level I National Latin Exam and first level Certamen at Stony Brook University. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average. Students take a midterm and the FLA as a final exam in June.

### **SPANISH 7 (40 Weeks)**

This introductory course (first half of Checkpoint A or level I) 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 8<sup>th</sup> grade will be placed in Spanish I in 9<sup>th</sup> grade.

### **SPANISH I - Grade 8 (40 Weeks)**

This second year course (second half of Checkpoint A or level I) 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 FLA test as the final exam in June. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average.

### **SPANISH FOR NATIVES 7 (40 Weeks)**

This course is designed for students whose native language is Spanish. The course covers the study of Spanish speaking countries history, art, literature and culture and it is delivered entirely in Spanish. Reading and writing skills will be emphasized; these skills will enhance their already well developed Spanish oral proficiency. The students take a midterm and a final exam in June.

### **SPANISH FOR NATIVES I - Grade 8 (40 Weeks)**

This course is the continuation of the course started the previous year. The course covers the study of Spanish speaking countries history, art, literature and culture and it is delivered entirely in Spanish. Reading and writing skills will continue to be emphasized; these skills will enhance their already well developed oral proficiency of the language. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average. The students take a midterm and the Spanish Proficiency test as the final exam at the end of the year.

### **SPANISH FOR NATIVES - GRAMMAR 7 (40 Weeks)**

This course is designed primarily for the students who have graduated from the Dual Language Program. The course covers the study of Spanish literature and it is delivered entirely in Spanish. Listening and speaking skills will be emphasized; these skills will enhance their already well developed reading and writing skills in Spanish. The students take a midterm and a final exam in June.

### **SPANISH FOR NATIVES - GRAMMAR I - Grade 8 (40 Weeks)**

This course is the continuation of the course started the previous year; which has been designed primarily for the students who have graduated from the Dual Language Program. The course covers the study of Spanish literature and it is delivered entirely in Spanish. Listening and speaking skills will continue to be emphasized; these skills will enhance their already well developed reading and writing skills in Spanish. Both the final grade earned and the FLA exam will be recorded on the student's high school transcript, and the final grade will be computed in the high school grade point average. The students take a midterm and the Spanish Proficiency test as the final exam at the end of the year.

# THE FINLEY COMPENSATORY READING PROGRAM

## **LANGUAGE ARTS (40 Weeks – alternating days or daily)**

Students at Finley Middle School are scheduled for reading based on scores on the New York State English Language Arts Assessment. 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.

## **READ 180**

This course is a nationally renowned, researched-based reading program. Students are eligible for the program after consideration of their ELA performance and discussion with the guidance staff. This course is offered as an 80 minute block for optimal effectiveness. This course satisfies the NYS requirement for English in the middle school.

## **TUTORIALS**

Academic tutorials are assigned to students who require extra time and reinforcement of instruction in the core subject areas. All tutorials meet one period every day or alternate day. Students will have their own team teachers for their tutorial class.

## **DAILY READING**

Daily Reading is an academic intervention service for students who have not scored in the proficient range on the New York State ELA assessment. Students receive instruction from a certified reading specialist once per day for the whole year.

## 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. 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.



Interscholastic athletics include:

### FALL

#### **BOYS:**

Football  
Soccer  
X-Country

#### **GIRLS:**

Field Hockey  
Soccer  
X-Country  
Tennis

### EARLY WINTER

#### **BOYS:**

Basketball

#### **GIRLS:**

Volleyball

### LATE WINTER

#### **BOYS:**

Wrestling  
Volleyball

#### **GIRLS:**

Basketball

### SPRING

#### **BOYS:**

Baseball  
Tennis  
Lacrosse  
Track and Field

#### **GIRLS:**

Softball  
Lacrosse  
Track and Field

## **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:

Art Club  
Audio-Visual Squad  
Community Club  
Drama Club  
Honor Society

Jazz Band  
Mathletes Team  
Newspaper  
Yearbook Staff  
School Store

Show Choir  
Stage Crew  
String Ensemble  
Student Government  
Wind Ensemble



## **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, and Science.

## **STUDENT SUPPORT SERVICES**

### **GUIDANCE AND COUNSELING**

Our 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 specific areas of concern, personalize the information they receive, and make effective plans for the future.

School counselors assist students, faculty and parents in facilitating the academic, career, and social progress of students. This includes program planning, annual parent conferences, placement in specialized courses, and the utilization of student records for further counseling interventions. Close parent communication is strongly encouraged.

## **STUDENT RELATED SERVICES**

Psychologists, Social Workers, Speech & Language Therapists, and other related service providers are members of the Student Support Services Department. They provide a wide range of services to support students, parents and staff.

These services include:

- Screenings
- Parent conferences
- Individual and group counseling
- Teacher consultation to address students' needs
- Crisis intervention
- Training for staff and parents
- Substance abuse counseling
- Resource and referral
- Serving as members of the Instructional Support Team, 504 Committee and the Committee on Special Education (CSE)

Students classified by the CSE may receive specially designed related services as determined by the Committee of Special Education.

Services may include:

- Speech & Language Therapy
- Occupational Therapy, Physical Therapy and Vision Services
- Teacher of the Deaf Services

## **SPECIAL EDUCATION PROGRAMS**

Placement in any special education program is determined by the Committee on Special Education (CSE) based on a student's academic, social, management, physical needs, and determination of a disability. The CSE recommendations must be reviewed by the Board of Education of our school district prior to any action being taken. Each student's program is outlined in his or her Individual Education Program (IEP).

## **CONSULTANT TEACHER PROGRAM**

Indirect consultant teacher services provide consultant services to regular education teachers to help them modify the learning environment or instruction to meet the needs of students with disabilities in their classes. This service allows school districts to provide indirect consultation services to pupils with disabilities who are enrolled in a full-time regular education program.

## **RESOURCE ROOM PROGRAM**

A resource program provides specialized supplementary instruction in a small group setting for 1 period daily per week. The resource program teacher, in cooperation with classroom teachers, provides specialized instruction to support academic performance in the areas identified on the IEP.

## **INTEGRATED CO-TEACHING SERVICES**

Integrated co-teaching services means the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students. It is a means through which students with IEPs receive some or all of their specialized instruction in the context of the general education classroom.

In this model, two professionals with teaching certification are co-teachers; one general education teacher and one special education teacher. Both professionals participate fully in the instructional process by providing content and facilitating student engagement and learning. Study skills and organization is a component of the integrated co-teaching program, and this class supports the goals as outlined in the current IEP. Students attend this course daily.

## **SPECIAL CLASS PROGRAM**

Instruction in the special class parallels instruction that is delivered in the general educating setting. Special class instruction provides core instruction in a setting with students with disabilities. Special classes are available for English, Social Studies, Science, and Math. The curriculum and standards are the same as are provided in the regular education classes but is adapted to meet the individual needs of the students. Special class instruction can be delivered in a 15:1:1 or 12:1 (+3:1 - Life Skills) special class size ratio, as determined by the CSE based on the student's individual needs.

## **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: Office of Human Resources, 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 is 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.



## BOARD OF EDUCATION

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Mrs. Jennifer Hebert, *Vice-President*  
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Mr. James W. Polansky  
*Superintendent of Schools*

Ms. Kathleen Acker  
*Assistant Superintendent for Finance and Management Services*

Dr. Kenneth A. Card  
*Assistant Superintendent for Curriculum and Instruction*

## FINLEY MIDDLE SCHOOL ADMINISTRATION AND GUIDANCE

Mr. John Amato - *Principal*..... 673-2020  
Mr. Kenneth Parham - *Assistant Principal*..... 673-2020  
FAX Principal..... 425-4746  
Ms. Sarah Burgos - *Guidance*..... 673-2022  
Ms. Denise Caiazzo - *Guidance* ..... 673-2022  
Ms. Linda Roth - *Pupil Personnel Services*  
*and Special Education Chair* ..... 673-2045  
FAX Special Education..... 425-4727

## DISTRICT DIRECTORS/CHAIRS

Ms. Sarah Gill - *Director of Fine and Performing Arts, K-12*-----673-2106  
Ms. Judy Moroff - *Director of World Language and*  
*ENL/Bilingual Education, K-12* -----673-2104  
Ms. Kitty R. Klein - *Director of Guidance and Testing, K-12*-----673-2101  
Mr. Joseph Leavy - *Chairperson of Humanities, 7-12* -----673-2079  
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*and Driver Education, K-12* -----673-2018  
Dr. Cliff Swezey - *Chairperson of Mathematics and Science, 7-12* -----673-2078  
Ms. Nancy Wilson – *Director of Special Education and*  
*Student Support Services*-----673-2118