

# **Manhasset Middle School**

## **Curriculum Guide for Parents 2020-2021**

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# MANHASSET MIDDLE SCHOOL

## *Curriculum Guide for Parents*

### INTRODUCTION

This guide is designed to provide parents with an outline and overview of the middle school curriculum for seventh and eighth grade.

Manhasset's goals, expectations and aspirations are the same for all children. However, all children are not the same. They have different talents and abilities, interests and emotions, strengths and weaknesses, and learning styles. For each individual an education program is desired that will stimulate the full development of potential. We must, therefore, provide considerable choice and flexibility for each student together with basic requirements. Each child should develop self-confidence and a belief in the success that follows from learning. We want each child to develop self-discipline, a sense of integrity and responsibility, and a capacity for continued self-directed learning. School success is not only academic success.

Our middle school program continues to move in a direction consistent with educating early adolescent children. Wherever possible we provide opportunities for our students to become involved in interdisciplinary activities. Teachers are working together to find ways to integrate curriculum and plan activities and projects which reinforce learning and show students the connections that exist in the disciplines they study.

Good teachers have always designed their curriculum, lesson plans and teaching strategies guided by two questions: "What do I want my students to know at the end of the year?" and "What do I want my students to be able to do with this knowledge?" Both the N.Y.S. Learning Standards and the Manhasset Standards represent the thinking of educators and community members about the essential knowledge and skills that all students need to succeed as learners. Teachers in the middle school, as well as the entire district, have been aligning curriculum to meet those standards.

Middle schools educate students who are in a very important stage of development. The middle school movement recognizes the importance of having a distinct philosophy for this very special age group.

### SOCIAL STUDIES IN 7<sup>TH</sup> AND 8<sup>TH</sup> GRADES

Grade 7 and 8 Social Studies instruction and learning at Manhasset Middle School is based on the New York State Common Core Social Studies Framework, anchored in both the New York State Common Core Learning Standards for Literacy and Writing and New York State Learning Standards for Social Studies. Five Social Studies practices are embedded in our program:

- 1) Chronological Reasoning and Causation**
- 2) Comparison and Contextualization**
- 3) Geographic Reasoning (people, places, regions, environment, interactions)**
- 4) Gathering, Using, and Interpreting Evidence**
- 5) The Role of the Individual in Social and Political Participation**

## **History of the United States and New York State**

In Grades 7 and 8, students will examine the United States and New York State through an historical lens. The two-year sequence is arranged chronologically beginning with the settlement of North and South America by Native Americans and ending with an examination of the U.S. in the 21st century. Although the courses emphasize the skill of chronological reasoning and causation, the courses also integrate the skills and content from geography, politics, economy, and culture into the study of history.

### **Grade 7 History of the United States and New York I**

Grade 7 Social Studies focuses on a primarily chronological study of history and geography in United States and New York as well as economic, social, and political trends. The course content is divided into nine **Key Ideas**, tracing the human experience in the United States from pre-Columbian times until the official end of Reconstruction in 1877, with a focus on the people, events, and places in New York State as applicable.

#### **Grade 7 Key Ideas:**

**7.1 NATIVE AMERICANS:** The physical environment and natural resources of North America encouraged the development of the first human settlements and the culture of Native Americans. Native Americans societies varied across North America.

**7.2 COLONIAL DEVELOPMENTS:** European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons, and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally.

**7.3 AMERICAN INDEPENDENCE:** Growing tensions over political power and economic issues sparked a movement for independence from Great Britain. New York played a critical role in the course and outcome of the American Revolution.

**7.4 HISTORICAL DEVELOPMENT OF THE CONSTITUTION:** The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights.

**7.5 THE CONSTITUTION IN PRACTICE:** The United States Constitution serves as a foundation of the United States government and outlines the rights of citizens. The Constitution is considered a “living document” that can respond to political and social changes.

**7.6 WESTWARD EXPANSION:** Driven by political and economic motives, the United States expanded its physical boundaries to the Pacific Ocean between 1800 and 1860. This settlement displaced Native Americans as the frontier was pushed westward.

**7.7 REFORM MOVEMENTS: Social, political, and economic inequalities sparked various reform movements and resistance efforts. Influenced by the Second Great Awakening, New York played a key role in major reform efforts.**

**7.8 A NATION DIVIDED:** Westward expansion, the industrialization of the North, and the growth of slavery in the South contributed to the growth of sectionalism. Constitutional conflicts between advocates of states rights and supporters of federal power increased tensions in the nation; attempts to compromise ultimately failed to keep the nation together, leading to the Civil War.

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**Grade 8 History of the United States and New York II**

Grade 8 Social Studies is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States and New York State history from the post-War period up to the present day, which provides the opportunity to explore contemporary issues.

**Grade 8 Key Ideas:**

**8.1 RECONSTRUCTION:** Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans.

**8.2 A CHANGING SOCIETY:** Changes for African-Americans resulted in limitations of their rights. Industrialization and immigration contributed to the urbanization of America. Problems resulting from these changes sparked the Progressive movement and increased calls for reform.

**8.3 EXPANSION AND IMPERIALISM:** Beginning in the late 19th century, economic, political, and cultural factors contributed to more aggressive United States foreign policy and a push for westward expansion.

**8.4 WORLD WAR I AND THE ROARING TWENTIES:** Various diplomatic, economic, and ideological factors ultimately led the United States to enter World War I. Involvement in the war significantly altered the social, cultural, and political lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace.

**8.5 GREAT DEPRESSION:** Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President Franklin D. Roosevelt helped to create and enforce intensive government interventions in the United States economy and society.

**8.6 WORLD WAR II:** The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.

**8.6 DEMOGRAPHIC CHANGE:** After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources.

**8.7 FOREIGN POLICY:** The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States.

**8.8 DEMOGRAPHIC CHANGE:** After World War II, the population of the United States rose sharply as a result of both natural increases and immigration. Population movements have resulted in changes to the American landscape and shifting political power. An aging population is affecting the economy and straining public resources..

**8.9 DOMESTIC POLITICS AND REFORM:** The civil rights movement and the Great Society were attempts by people and the government to address major social, legal, economic, and environmental problems. Subsequent economic recession called for a new economic program.

## ***SCIENCE IN 7<sup>TH</sup> AND 8<sup>TH</sup> GRADES***

Grade Seven Science instruction and learning at Manhasset Middle School is based on the New York State Intermediate Level Science Core Curriculum, and the Manhasset School District's Learning Standards. Scientific inquiry, mathematical analysis, and engineering design are used to foster discovery learning. Projects and laboratory studies produce an active learning environment.

Grade Eight Science instruction and learning is based upon the NYSED Living Environment Regents Core Curriculum. At the end of Science 8, students, having fulfilled the 1,200 minute laboratory requirement, will take the New York State Living Environment Regents Exam.

## **SCIENCE IN 7<sup>TH</sup> GRADE**

### **Grade 7 Physical Science**

*This laboratory based course will introduce students to the important Physical Setting science concepts. Students will have the opportunity to study and to investigate the scientific phenomena related to Physics (transformations of energy, simple machines, heating and cooling, energy and chemical reactions, sound and light, magnetism and electricity, conservation of energy, motion of objects, and forces), Earth Science (geology, astronomy, weather and climate) and Chemistry (chemical and physical changes, chemical reactions and changes in states of matter). This course meets for a single period each day and will culminate with a final exam.*

### **Physical Setting: Earth Science Honors**

This is a more rigorous course that extends beyond the Earth Science core curriculum. Topics will be studied at greater depth and will include more mathematical application. Assignments are more demanding and laboratory activities and reports are more challenging. This course is designed for students with superior ability and high interest in science. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

## **SCIENCE IN 8<sup>TH</sup> GRADE**

Grade Eight Science instruction and learning is based upon the NYSED Living Environment Regents Core Curriculum. At the end of Science 8, students, having fulfilled the 1,200 minute laboratory requirement, will take the New York State Living Environment Regents Exam.

### **Living Environment R**

This is a rigorous, process-oriented laboratory course that is organized to cover the Living Environment Core Curriculum with emphasis on the study of life from biochemistry to ecosystems. The diversity of life is studied through representative organisms, while the continuity of life is studied through reproduction, genetics, and evolution. The inter-relationships between life forms and the non-living environment are studied through ecology. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

### **Living Environment H**

This is a more rigorous course that extends beyond the Living Environment core curriculum. Topics will be studied at greater depth and will include material covered on the SAT Subject Test in Biology E/M. Assignments are more demanding and laboratory activities and reports are more challenging. This course is designed for students with superior ability and high interest in science. Preference will be given to students in the accelerated math program. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination. In addition to the classroom period being scheduled to meet every day, the class meets for a double period every other day for laboratory sessions.

**Prerequisites:** Excellent achievement in Grade 7 Physical Science, excellent achievement in mathematics and science teacher recommendation.

### **LEAPES**

This is the most rigorous course that extends beyond the Living Environment core curriculum. Topics will be studied at greater depth and will include material that follows a curriculum outlined by the College Board. The course is designed to explore biological and environmental topics at a rigor equivalent to that of a first year college course. This course is designed for students with superior ability and high interest in science. Students enrolled in the course must successfully complete 1,200 minutes of hands-on laboratory work and they will take the New York State Regents examination in Living Environment and the AP Exam in Environmental Science. The class meets for a double period every day.

**Prerequisites:** Physical Setting: Earth Science Honors, excellent achievement in mathematics and science teacher recommendation

### **Grade 8 Introduction to the Living Environment**

This laboratory and skills based course is designed to introduce students to important skills, introductory knowledge and concepts about our Living Environment. This is a foundational course that will develop the basic concepts that students will need to be successful in the Living Environment Regents curriculum in grade 8. This course is organized to meet the individual needs of the students and provide an opportunity to investigate the diversity of life forms through the study of biochemistry to ecosystems. This course meets for a single period every day.

**Prerequisite:** Recommendation by CSE.



## **ENGLISH 7**

### **All English courses are aligned to the Next Generation Learning Standards**

In English 7, students read a variety of fiction and non-fiction works, poems, short stories and multi-paragraph expository, personal/narrative, and literary essays. A strong emphasis on close reading anchors the development of sophisticated skills associated with interaction with texts: writing dialectical journals, ‘marking up’ text and developing active reading cognition anchor the reading experience of students. Writing includes the multi-paragraph expository essay and argument writing, both of which are based on literary works and thematically connected non-fiction. The use of text-based evidence in development of essays is strongly emphasized. Students also learn how to write a personal narrative and other creative pieces, including interdisciplinary writing portfolios. In conjunction with literature, seventh grade students are introduced to the process of research through an exploration of both print and electronic media; they develop the skill of establishing interdisciplinary connections with a variety of subject areas. Mastery of literary devices such as figurative language, metaphor, simile, personification, hyperbole, symbolism, theme, motif, and plot are reinforced in class readings as well as individually selected outside readings. Students use the skills of oral communication through the presentation of class dramatizations and oral reports; they also use the organizational and study skills required to complete a variety of writing and presentation tasks.

### **LITERATURE**

Class titles and self-selected titles will be chosen from (but not limited to) the following: *The Wizard of Oz*, *That Was Then, This Is Now*, *Sarny*, *Tex*, *Canyons*, *The Pigman*, *The Outsiders*, *The Human Comedy*, *Nothing But The Truth*, *The Diary of a Young Girl*, as well as a variety of selected short stories, non-fiction, and poetry.

### **GRAMMAR**

Students will learn fundamental grammatical elements and the appropriate use of punctuation and capitalization through formal group study, as well as through teacher/peer editing of individual student writing. Specific grammar lessons will target the following concepts: parts of speech, subject and predicate, phrases and clauses, and simple, complex, compound, and compound-complex sentences. In addition, necessary usage and mechanics lessons will complement students’ understanding of grammatical concepts.

### **VOCABULARY**

Students will learn literature-based vocabulary words (selected directly from student reading) by investigating definitions, parts of speech, synonyms, and antonyms. A strong emphasis on academic vocabulary teaches students the language of Next Generation emphasized terminology.

### **SPELLING**

Weekly formal spelling assessments will be created from posted lists comprised of frequently misspelled words. Moreover, the practical application of students’ spelling skills will likewise be assessed by formal creative and expository writing projects.

## **ENGLISH 8**

### **All English courses are aligned to the Next Generation Learning Standards**

In English 8, students read sophisticated fiction and non-fiction works, poems, short stories and multi-paragraph expository, personal narrative, and literary essays. A strong reinforcement of close reading techniques anchors the development of high-school level comprehension and appreciation of literature (novels, plays, poems and essays) and non-fiction selections. Students interact with text through dialectical journals, note-taking while reading, and fine-tuning active reading cognition skills. Writing reinforces mastery of the multi-paragraph expository essay and argument writing, both of which are based on literary works and thematically connected non-fiction. The use of text-based evidence in development of essays is strongly emphasized; students also write personal narratives, self-assessments, and creative pieces. Research-based projects and essays are developed around a given theme or genre of literature and include a presentation component; students learn the appropriate use of primary and secondary sources in research and how to incorporate sources in writing and presenting. Mastery of literary devices such as figurative language, metaphor, simile, personification, hyperbole, symbolism, theme, motif, plot, tone, mood and point-of-view are reinforced in class readings as well as individually selected outside readings. Students use the skills of oral communication through the presentation of class dramatizations and oral reports; they also use the organizational and study skills required to complete a variety of writing and presentation tasks.

### **LITERATURE**

Class titles and self-selected titles will be chosen from (but not limited to) the following: *The Boy Who Harnessed the Wind*; *Alice in Wonderland*, *A Christmas Carol*, *Great Expectations*, *Tom Sawyer*, *A Midsummer Night's Dream*, *A Tree Grows in Brooklyn*, *Little Women*, *The Hunger Games*, *Divergent*.

### **GRAMMAR**

Students will learn selected grammatical elements and the appropriate use of punctuation and capitalization through formal group study as well as through critique of individual student's writing. Grammar lessons evolve from writing assignments. Grammar is worked on prescriptively through common errors that occur in students' writing and is related to vocabulary acquisition. Specific elements of grammar which may be taught include: parts of speech, sentence structure, subject/predicate, subject/verb agreement, pronoun agreement; capitalization and punctuation.

### **VOCABULARY**

Students will learn literature-based vocabulary words (selected directly from student reading) by investigating definitions, parts of speech, synonyms, and antonyms. A strong emphasis on academic vocabulary teaches students the language of Next Generation emphasized terminology.

### **SPELLING**

Spelling is worked on prescriptively through individual student's writing. Attention is paid to frequently misspelled words, especially homophone errors. Emphasis is placed on mastering proofreading skills. Students are assessed through evaluation of writing pieced.

## **READING WORKSHOP 7 AND 8 WRITING WORKSHOP 7 AND 8**

The objective of these courses, designed for grades 7 and 8 is twofold: first, these courses reinforce critical reading, learning and thinking skills needed for successful participation in the Middle School Language Arts Program, and, second, these courses prepare students to meet the challenges presented by the Grade 7 and 8 New York State English Language Arts Assessment. Participation in these courses is prescriptive: students are recommended for both Reading and Writing Workshop in Middle School, based on scores on the English Language Arts Assessment and teacher recommendation. These courses reinforce literacy skills developed in response to the learning standards articulated in the Next Generation State Standards.

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## **MATHEMATICS 7**

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In Grade 7, instructional time focuses on three areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; and (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

- Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
- Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease.
- Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects.

- Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
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- Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers.
  - Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
  - Students continue their work with area from Grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationships between angles formed by intersecting lines.
  - Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
  - Students build on their previous work with single data distributions to compare two data distributions and address questions about differences between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

## **MATHEMATICS 8**

In Grade 8, instructional time focuses on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing

two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

- Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.
- Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m \cdot A$ .
- Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation.
- Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and the concept of logical equivalence, they maintain the solutions of the original equation.
- Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line.
- Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
- Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
- Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems.
- Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines.

- Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons.
- Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

The *Standards for Mathematical Practice* shown below are infused in the Manhasset math curriculum K – 12.

- 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.
- Look for and express regularity in repeated reasoning.

### **High School Math Courses that may be taken by Middle School Students**

#### **41F111H Algebra H**

This more rigorous course covers the Algebra curriculum and extends beyond. The course is intended for those with superior math ability and a strong interest in the subject area. Students take the Algebra Regents exam at the conclusion of the school year in June. Students will be using the TI84/84+ graphing calculator.

**Prerequisites:** A grade of at least “A-” in Math 7E, “B+” in Math 8H, or “A” in Math 8, and Math teacher recommendation.

#### **42F201H Geometry H**

This is a more rigorous course that covers the Geometry curriculum along with various enrichment topics. This course is intended for those with superior math ability and a strong interest in the subject area. Students will take the Geometry Regents in June. Students will be using the TI84/84+ graphing calculator.

**Prerequisites:** A grade of at least “B+” in Algebra H, or a grade of “A” in Algebra R and Math teacher recommendation.

## **WORLD LANGUAGE 7 & 8**

In the middle school, three languages are offered: French, Italian and Spanish. The main goals of the world language program are for students to be able to develop the basic skills necessary to communicate effectively in the language they choose, develop an understanding and an appreciation for the language's customs and traditions, and communicate effectively in the language using each of the three modes of communication: Interpersonal, Presentational and Interpretive. The teachers teach in the target language, and the students are provided with frequent opportunities to speak themselves. They communicate orally using vocabulary that is suitable to the beginning level of language.

We are most grateful to the Tower Foundation for the state of the art language lab. It enables students to communicate in the target language, spoken at a normal tempo, allows more opportunities for speaking, and gives them much greater ability to develop authentic pronunciation in the target language. The language lab gives teachers new functionalities to create a range of different teaching exercises, by combining text, images, audio, video and graphics. It also consists of classroom management resources to ensure that teachers can effectively prepare for, manage, and monitor student activity. Our students benefit from these new tools that help them focus on developing oral proficiency in the target language. The lab is open to all world language students before school and throughout the school day. Extra help is provided in each of the three languages by the teachers and also by upper level honor society students. The schedule of this help is posted in the lab.

Reading and writing are added to the instruction, as needed. The students learn to read material that has been mastered audio-lingually. They also learn to write, using vocabulary and structures which have already been introduced and mastered through repetition. The intent is to simulate the learning of the native language. Although certain topics are primarily introduced in the 7<sup>th</sup> grade and others in 8<sup>th</sup> grade, all material has to be introduced and then reintroduced in more complex ways, so that the students continue to refine their skills as they develop new ones. In addition, an appreciation for and understanding of other cultures is fostered.

Students who wish to study Spanish as an additional language may do so in the 9<sup>th</sup> grade.

The New York State Education Department has established Checkpoint A as the first year of language learning. At Manhasset we offer the first year of high school language in the middle school. Most of our students fulfill the requirements for Checkpoint A and receive a credit for high school language when they take and pass the level I-2 course and the Checkpoint A exam at the end of the 8<sup>th</sup> grade. The course grade will appear on the high school transcript and will be part of the high school record.

All students are required to complete level 3 and pass a Regents replacement exam in a language in order to receive a diploma from Manhasset High School. The regular 7<sup>th</sup> and 8<sup>th</sup> grade language, and the I-B and I-C courses, and the successful completion of the Checkpoint A exam qualify the students to begin level 2. It is therefore advisable, whenever possible, for students to begin the study of language in the 7<sup>th</sup> grade.

### **7<sup>th</sup> Grade Topics**

Getting Acquainted  
Greetings, Salutations, Introductions  
Calendar and Weather – numbers, days of week, weather, months, seasons, dates  
School Life  
Personal Identification – talking about oneself  
Family Life – family members, pets, familial activities  
House and Home  
Meals  
Clothing  
Health and Welfare – parts of the body, illness  
Neighborhood and Community

### **8<sup>th</sup> Grade Topics**

Personal Identification  
Education  
Health and Welfare  
Leisure Time  
Shopping and Clothing  
Food and Meal taking  
Travel and Vacations  
Family Life/Professions/Chores

The students are engaged in learning activities that are authentically based in everyday situations. These activities are culturally enriching and are based on situations familiar to students. They are developmentally appropriate and increase in complexity from the 7<sup>th</sup> grade to the 8<sup>th</sup> grade.

### ***Spanish I-B and I-C***

Since successful completion of a **three-year** sequence (through level III) and the Regents replacement examination in a world language is a requirement for graduation from Manhasset High School, we offer a one credit, three-year series of courses that is completed in the 9<sup>th</sup> grade. These courses are designed for students who have demonstrated some difficulties with academic courses in the elementary school. The main objective of these courses is to offer language learning at a slower pace and to provide sufficient repetition and review so that the students will be able to master the materials.

The approach to learning will vary in order to address different learning styles. In addition, multi-modality approaches help to stimulate the students' active involvement in the learning process. The four language skills (listening, speaking, reading and writing) will be developed through a variety of authentic situations. The activities in the classroom will include but not be limited to games, songs, and skits. The topics will be frequently re-introduced to assist the students in remembering the materials.

At the end of the three years and upon successful completion of the Proficiency replacement exam, the students will receive one (of the three required) high school credit. The topics covered in the other classes during the 7<sup>th</sup> and 8<sup>th</sup> grade will be covered over the three years instead of two. The students successfully completing this three-year series will be able to continue with Spanish II or Spanish II-1.



## **English as a New Language**

Students who enter a New York State Public School for the first time and in whose homes a language other than English is spoken, must be tested. The NYSITELL (New York State Identification Test for English Language Learners) is given to evaluate their proficiency in English and to insure proper placement in the secondary program. Participation in ENL classes is required for students who do not receive a passing score on the NYSITELL. Depending on their degree of English proficiency, students may be assigned to English as a New Language for up to three periods a day. Students must receive a “4” on all sections of the NYSESLAT exam in order to exit from the ESL program.

The instruction in the ENL program is multifaceted and multifunctional. There are students at varying levels of proficiency in English who have a wide range of academic skills. These students learn to understand, speak, read, and write English **and also receive content-area support in each of their subject areas.**

## **MUSIC**

### ***Middle School Band and Wind Ensemble Curriculum***

The Middle School Band Program is designed as a transition from the elementary school band and a foundation for the advanced performing demands of the high school program. Students will continue their musical development through mastery of technical skills on their instrument and performing a varied repertoire of music alone and with others. They will increase their understanding of music fundamentals, aural skills, music reading ability, and better understand music in relation to history and culture. Two performing groups are available for students of varying musical abilities. The curriculum will include:

### **Instrumental Technique**

#### **The students will:**

- Continue developing a characteristic tone on student’s chosen instrument
- Read notes with technical accuracy and fluency, using alternate fingerings when appropriate
- Continue working toward playing in tune on their instrument
- Continue developing accuracy in a variety of rhythms and articulations
- Apply technical abilities as a means to musical progress, playing the major scales, arpeggios, and chromatic scales of six key signatures in various speeds, rhythms, and articulations
- Use appropriate posture, playing position, and embouchure
- Percussion students will play rudiments (drumming patterns) from the following list: long roll, five stroke roll, nine stroke roll, flam, ruff, flam tap, and paradiddle at an appropriate speed
- Percussionists will be learning and performing on melodic and multiple unpitched percussion instruments

## **Interpretation/Appreciation/Assessment**

### **The students will:**

- Understand, appreciate, and incorporate musical expressions into music from a variety of cultural and historical contexts
- Develop an understanding of the relationship between music, the other arts, and disciplines outside the arts in contemporary society
- Develop a discerning and appreciative sense of music-making at all levels
- Continue self-assessment and assessment of various musical performances in rotations, band rehearsals, concerts, and festivals
- Demonstrate a positive attitude toward music, self-development, and group cooperation

## **Musical Literacy**

### **The students will:**

- Perform on an instrument, alone and with others, a varied repertoire of music from the Classical, Popular, Folk and Jazz idioms
- Use musical notation to interpret and express musical ideas-read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4,3/4,6/8, and alla breve meter signatures
- Identify, define and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, phrasing, and expression
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and harmonic progressions, and its application to structural elements in music
- Perform music involving tempo changes and a variety of meters and rhythmic patterns

These standards focus toward meaningful culminating performance activities which include public performances (Concert Band and Wind Ensemble) and attendance at musical events in the community at large. Enrichment activities include performances at the NYSSMA Solo and Ensemble Festival, Nassau All-County Bands, and Jazz Ensemble.

## ***Middle School Orchestra and String Ensemble Curriculum***

The Middle School Orchestra Program is designed as a transition from the elementary school orchestra and a foundation for the advanced performing demands of the high school program. Students will continue their musical development through mastery of technical skills on their instrument and performing a varied repertoire of music alone and with others. They will increase their understanding of music fundamentals, aural skills, music reading ability, and better understand music in relation to history and culture. Two performing groups are available for students of varying musical abilities.

## **Student Skill Development**

### **The students will:**

- Reinforce proper sitting position as well as proper position of the instruments in relation to the body
- Review exact position of the fingers of the bow hand; slightly spaced fingers, bent thumb opposite middle finger, pinky on top for violin/viola
- Name the order of sharps and flats using the memorization aid F#ather C#harles G#oes D#own A#nd E#nds B#attle (reverse for flats)
- Expand scales to two octaves where possible and introduce arpeggios and chromatic scales

- Definition of minor scales
- Discuss in more detail cello extensions: Flatten the knuckles and extend between first and second finger with the thumb going with while remaining behind the second finger
- Show hand and wrist flexibility on all strings
- Give definition and show various exercises for vibrato
- Incorporate vibrato on the G major scale
- Demonstrate bow arm movements – upper arm moving from the shoulder and lower arm moving from the elbow
- Memorization of the Circle of Fifths
- Ability to tune own instrument with assistance from the teacher
- Advancement of technical skills such as shifting into third position
- Develop off the string bow strokes such as spiccato and brush stroke
- Read whole, half, quarter, eighth, sixteenth, and dotted notes and arrests in 2/4, 3/4, 6/8, and alla breve meter signatures
- Perform on instrument, alone and in small ensembles
- Identify, define and use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, phrasing, and expression
- Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, and harmonic progressions and its application to structural elements in music
- Perform music involving tempo changes and a variety of meters and rhythmic patterns

Preparing for concerts is an important learning activity. The concert music presents new challenges for students and allows them to explore a varied repertoire of music from the Classical, Popular, Folk and Jazz idioms. The objectives of concert repertoire are that they be examples of good literature; pieces that develop student ability level, i.e. technical, rhythmic, articulation, and pieces that the group will enjoy. These objectives focus toward meaningful culminating performance activities which include public performances (String Ensemble and Middle School Orchestra) and attendance at musical events in the community at large. Enrichment activities include performances at the NYSSMA Solo and Ensemble Festival, Nassau All-County Orchestra, and Long Island String Festival.

### ***Middle School 7<sup>th</sup> Grade and 8<sup>th</sup> Grade Chorus Curriculum***

The Manhasset Middle School Choral Program serves as a transition from elementary school chorus and general music into a secondary choral program. Students continue their musical development through the study and performance of a wide variety of musical styles from classical to contemporary popular repertoire. Three performing groups are available for student participation. The curriculum will include:

## **Vocal Technique and Musicianship**

### ***Students will:***

- Sing pitches and rhythms accurately demonstrating good breath support
- Expressively sing music representing diverse genres and cultures
- Sing three and four part vocal music
- Interpret and express musical notation as follows:
  1. Demonstrate knowledge of whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 6/8 and alla breve meter signatures

2. Identify and use notation symbols for pitch, rhythm, intervals, dynamics, tempo, articulation and expression
3. Sight-read music utilizing scale degree numbers and solfege symbols

## **Music Evaluation**

### ***Students will:***

- Understand, appreciate and incorporate musical expressions into music from a variety of cultural and historical contexts
- Describe specific music events using correct music terminology
- Analyze the use of the elements of music in examples representing diverse genres and cultures
- Evaluate the quality and effectiveness of music performances by applying specified criteria appropriate for the style of the music and offer constructive suggestions for improvement
- Study the relationship between music, the other arts, and disciplines outside the arts
- Develop an understanding of music in relation to history and culture

Students perform in at least two public concerts during the academic year. Students also have the opportunity to participate in NYSSMA Solo and Ensemble Festivals, Nassau All-County Chorus and various other community performances.

### **Middle School Chamber Singers Curriculum**

A challenging program which works at a level equal to most high school programs. Sectionals allow students the opportunity to work in small groups to learn difficult music and to further develop healthy singing technique. Only the most advanced students, both musically and vocally, from seventh and eighth grade are accepted into Chamber Singers. Two mandatory concerts are presented each year. Students also have the opportunity to participate in NYSSMA Solo and Ensemble Festivals, Nassau All-County Chorus and various other community performances. Continued participation in this performance organization is dependent on **being supportive of fellow students, exemplary mature conduct, outstanding vocal production and solid musicianship.**

**Prerequisite: Audition by the director.**

## **Middle School Art 8**

### **Elements and Principles of Design**

A variety of projects dealing with the following:

- Line
- Color
- Shape
- Form
- Texture
- Space
- Value
- Balance, symmetry, and asymmetry
- Rhythm
- Harmony
- Repetition
- Contrast
- Unity
- Movement

## **Exposure to a Variety of Media**

Two and three-dimensional work created by students individually to include:

- Drawing from Observation, Imagination, Portraits, Landscapes, Still Life, Figure Drawing using pencils, charcoal, pastels, oil pastels, inks
- Paintings using watercolors, tempera, acrylics, mixed media
- Printmaking
- Sculpture

**The Study of Art History and Famous Artists**

**Responding to and Analyzing Works of Art**

**Understanding the Cultural Dimensions and Contributions of the Visual Arts**

**Portfolio and Sketchbook Development**

**Opportunities for Participation in the Visual Arts in the Community**

**Middle School Art is the foundation for an outstanding high school art program.**

## **Theatre 7**

This is a class in improvisational drama and video which meets every other day for the semester. In the class, students work collaboratively to solve production problems and to develop skill in acting and video production. As the class progresses students will increase their ability to express feelings and ideas through the use of their body, voice, and oral language. They will also develop insight into how TV shapes reality by making commercials and producing news shows.

### **Theatre Skills/Improvisation**

#### **Pantomime**

1. Work cooperatively to create the reality of a shared object
  - Imaginary props
  - Imaginary set pieces
2. Establish place, time, weather through pantomime
3. Use five senses to visualize object
4. Sharpen observation skills to increase detail in pantomime
5. Break pantomime down into units with each having a clear beginning and end
6. Maintain consistency in pantomiming objects (weight, dimensions, manner of operation)

#### **Spontaneity/Imagination**

1. Respond promptly on the intuitive, non-intellectual level to a given dramatic stimulus
  2. Avoid self-criticism that interferes with the intuitive process
- Learn and practice brainstorming techniques

#### **Characterization**

1. Create the physical reality of a character through walk, body language, facial expression

2. Explore the voice as an instrument to establish character (personality, background, age, and ethnicity). Consider such things as rate, pitch, quality, diction, accents and regional patterns
3. Develop character through establishing relationship with others in scene
4. Create character through exploring character's relationship with an object or objects
5. Contrast stock characters/stereotypes with well-rounded, reality-based characters
6. Contrast a realistic performance with a stylized one
7. Develop scenes based upon status relationships (who has the power and who doesn't)  
Create scenes in which there is a power shift from beginning to end
8. Use personal recall and observation as the basis for characterization

## **Dramatization**

1. Learn to improvise for increasingly longer periods of time
2. Play off and develop the ideas of others
3. Create scenes that adhere to conventional dramatic structure: exposition, conflict/problem, complications, climax, resolution
4. Develop scene using character objectives, obstacles, actions
5. Build a story to a climax by switching focus back and forth between two groups of characters
6. Work with increasingly larger numbers in a scene

## **Video Skills**

1. Identify what TV and film have in common with the theatre and how they are different
2. Compare and contrast story telling techniques used in theatre with those used in TV and film
3. Explore the use of camera angles and different shots in communicating character, mood, and plot
4. Explore the use of music to create character, mood, and suspense
5. Make videos using a variety of formats: commercials, news, magazine format shows, dramas, and comedies

## **Social/Personal Skills**

1. Play the role of both leader and follower in group planning, accepting the ideas of others and negotiating differences
2. Work collaboratively and respectfully with classmates in performing
3. Maintain focus on stage
4. Be a courteous audience member

Evaluate the performance of others in a respectful manner. Avoid the use of pejorative language

6. Critique, identifying both strengths and weaknesses in a performance
7. Learn to accept and use suggestions for improvement made by class and teacher

## **Live Performances**

1. Attend Lincoln Center in-school performances, middle school and high school plays. Critique using insights gained in drama class.
2. Participate in Fall play and Spring musical either as a performer or behind the scenes

# **HOME AND CAREER SKILLS**

## **Home and Career Skills 7**

This is a required course which helps the students explore various areas of self-development. Emphasis will be on the development of skills necessary to be a full and contributing member of society. Cooperatively taught with grade level guidance counselor.

In addition, students will participate in the new Life Management program. This is a module-based program designed to help students deal with realities relating to self, family, workplace, and world. Students will choose areas of interest to study from a total of eight modules. The curriculum is centered on the use of computer technology.

# **COMPUTER LITERACY 7**

This course provides a basic understanding of the workings of a computer and instruction in Microsoft Office XP, Geometer's Sketchpad, and online applications. Microsoft Office XP is a suite of programs for word processing, spreadsheets, slide shows, and databases. Techniques covered in the course will include:

Creating and analyzing spreadsheets

Creating charts

Presenting essays, letters, and poems in attractive formats

Using graphic editors

Creating oral presentations using PowerPoint

Creating brochures, flyers and cards with Publisher

Creating a mathematically correct timeline

*Research and study skills will be reinforced by using the Internet and various online subscription databases. Students will learn how to be safe while using the Internet. This is a project-oriented course coordinating English, mathematics, science, and social studies with computer applications. The projects selected will parallel authentic activities.*

# **TECHNOLOGY**

Technology courses incorporate learning activities that address the NYS Learning Standards for Mathematics, Science and Technology and the Manhasset Standards of Excellence. Technology courses are required during a student's middle school years. The projects implemented in Technology integrate the development of skills involving mathematical analysis, scientific problem solving and engineering design.

## **PHYSICAL EDUCATION**

Grades 7 and 8 Physical Education students will:

- move, using concepts of body awareness and space awareness
- demonstrate competence and proficiency in combinations of locomotor, and manipulate skills performed individually and with others
- demonstrate competence and proficiency in many different forms of physical activity and skills
- participate regularly in interpersonal skills such as cooperation, problem-solving, communication, sharing, courtesy, respect, leadership, honesty and a sense of fair play
- establish realistic and attainable goals pertaining to exercise, fitness, and wellness
- participate regularly in moderate lifetime physical activities for the development and maintenance of health related fitness, socialization, recreation, and stress reduction
- demonstrate safe practice and techniques when participating in physical activity
- know the rules, strategies and appropriate behaviors for selected physical activities as both a participant and a spectator
- know that participation in physical activity can lead to multi-cultural understanding
- the concepts and principles inherent to the development of health-related fitness, wellness, and positive health practices
- know how to assess one's health related fitness, and as a result, design a personal fitness program in accordance with the principles of training and conditioning
- value physical activity as an essential element in one's lifestyle
- value participation in physical activity as an enjoyable experience



## **HEALTH EDUCATION**

Grade 8 Health Education students will:

- recognize patterns of behavior that promote emotional well-being and positive interpersonal relationships
- understand the role of nutrition in maintaining good health
- demonstrate an appreciation of the role of the family in society and an understanding of human sexuality
- understand the behaviors that are needed to prevent illness and minimize diseases
- understand the physical, social, and emotional factors associated with substance abuse
- understand that HIV infection is a preventable disease and identify the methods of preventing the spread of HIV
- recognize the importance of maintaining a safe environment and to learn to respond appropriately to emergencies

## **TRANSITIONS**

Transitions is a grade 7 counseling initiative to help our new incoming class adjust to life in the Secondary School. It is a push in program, where all 7<sup>th</sup> graders are assigned a study hall. Once every other week, counselors will conduct lessons/workshops on a variety of topics including study skills, time management and socializing. On the other days, students will use the time for study, homework completion, and testing accommodations (as applicable).

*The Manhasset Middle School Experience- a special place where elementary students who are dependent learners enter in grade seven and leave here enriched with an experience which allows them to become independent learners ready for ninth grade.*

*During these all-important years of monumental change our staff is committed to helping each and every student to make this transition with all the support needed throughout. We believe this is the most precious time of a young person's life socially, emotionally, and academically. Our expectation is that in working as a TEAM with the home, all of our students will achieve their highest potential as a student and citizen.*