

Utica City School District



Program of Studies for Middle School

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Utica City School District

The Guidance Department would like to share with you our course offerings and graduation requirements pursuant to the New York State Regents Action Plan.

Enclosed is a packet of materials that explains the entire course selections including available electives for our ninth grade students. The Guidance Department encourages you to carefully review this material. Preparing your child's schedule is a cooperative effort amongst parents, students, teachers and counselors.

The Guidance Department stands ready to assist students in their important decision - making process. Please do not hesitate to contact the guidance department (Donovan 315- 368-6545) (JFK 315-368-6645) if you have further questions or concerns.

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Program of Studies

Purpose: This bulletin contains an overview of the instructional program offered at the middle school level in the Utica City School District. It is intended to provide a comprehensive description of the courses available with the information essential for students and parents to make appropriate selections. Students' needs and abilities should be discussed by parents, counselors and students with the long range view of high school, college and career in mind.

Promotion Policy - Grades 7-8: Students will be promoted from Grade 7 to Grade 8 or Grade 8 to Grade 9 if they earn a final mark of D or above in four or more units of study based on all promotional subjects. Two of the units must be in the four academic areas of English, Social Studies, Science or Math.

Entrance Requirement for High School

Grade 9-10: In order for a student to enter Grade 10 in the High School, the student must successfully complete four units of credit at Grade 9 in the Middle School. A student completing four credits or more will be placed in the regular high school program. A student receiving less than four units of credit in the completion of Grade 9 must remain at the middle school level. All students not having the required units of credit in June for entrance to the high school will have an opportunity to take courses in the secondary summer school.

Required Testing: All students in grades 7-8 must take the New York State Math and English Language Arts Assessments in Spring. In addition, students in grade 8 take a New York State Science Assessment in June.

SAMPLE SCHEDULES

<u>*Grade 7</u>	<u>Units</u>
English	1
Social Studies	1
Science	1
Mathematics	1
Physical Education	½
Family and Consumer Science	1
World Language	1
Health	½
Music	½

<u>*Grade 8</u>	<u>Units</u>
English	1
Social Studies	1
Science	1
Mathematics	1
Physical Education	½
Technology	1
World Language	1
Art	½

****AIS, ESL, and Special Education services will also be provided for those students who qualify.***

English Language Arts

ELA 7

D1002

ELA 7 is designed to challenge the student to in-depth levels of language ability. This will include preparation for the English/Language Arts Test, an expansion of literary knowledge through varied exposure to poems, novels, short stories and plays and an increased proficiency in communication skills. Students will be encouraged to become more active readers through independent activities.

ELA 8

D1003

ELA 8 primarily focuses on enriching the basic curriculum by developing and improving writing skills, specifically sentence variation, essay development and descriptive detail, in a more sophisticated level for the English/Language Arts Test. A wide variety of literary selections will be introduced and accompanied by enrichment activities and materials to complement them. Students will become more independent learners of literacy.

Honors English 8

D1014A

Honors English classes at both the seventh and eighth grade levels require students to be independent readers and writers. Students will complete assignments that require critical thinking skills to be used at a higher level. Higher order thinking skills will be developed through the cooperative learning groups and project-based assignments. Students will often be required to read independently and on a more intensive level, challenging the students through a variety of texts and written assignments.

ELA Labs are also available for students that qualify.

Honors Requirements

- * Level 3 or 4 on most recent NYS ELA Assessments
- * Cumulative average of 85 (B+) or higher in current English class (by the 4th marking period)
 - * No AIS Reading required
- * Teacher recommendation, based on work ethic, interest level, attendance, etc.

Parental Notification

- * Parents will be notified via student schedule and will receive a letter from the Honors English teacher within the first month of school identifying the course continuing requirements.

Continuing Honors English Status Requirements

- * Average of 85 (B+) or higher throughout the marking periods
- * Excellent work ethic and attendance

Discontinuance of Honors English Status

- * Continuation of a student in Honors English will be monitored and reviewed by the classroom teacher and guidance counselor during the first and second marking periods.
- * After the first marking period, if a student is not rendering satisfactory performance, counselor will be notified by teacher and a parent/teacher conference will be scheduled.

Notes

- * Honors English is not dependent on acceleration in Math, Science, or Social Studies.

HEALTH

Health8 is a course in the basic principles from the NYS curriculum in Health Education. The goal of this course is to equip students intellectually and emotionally to make sound decisions affecting their health, safety and welfare. Components include Life Skills which includes friendship and decision-making, Nutrition and Dental Health, and Safety and Drug Resistance skills.

D5656

World Languages

In grade seven, middle school students begin their study of a LOTE (Languages Other Than English) by selecting from French 1a, Italian 1a, or Spanish 1a, then completing French 1b, Italian 1b, or Spanish 1b in eighth grade. The two-year study of LOTE is intended to provide students with a comfortable pace of learning LOTE Level 1. This is considered a core subject. A student may not drop a language once he/she has begun the study of that language. Upon passing the Regional LOTE Proficiency Exam at the end of eighth grade, the student will move to LOTE Level 2 of his/her chosen language or may begin LOTE Level 1 of another language.

The two year study of a LOTE will cover grammar, vocabulary, and phonetics to begin developing the four language skills: listening, reading, speaking, and writing. In the classroom, students will engage in active participatory listening and speaking activities, and also learn to communicate in the present and past tenses. Students will also be introduced to the culture of the target language, covering such topics as holidays, geography, and current events. These courses are conducted in the target language as much as possible, providing the students with regular speaking and listening opportunities.

Italian 1a	D1102
Italian 1b	D1103
Spanish 1a	D1104
Spanish 1b	D1105
French 1a	D1100
French 1 b	D1101

Mathematics

Mathematics 7

D2002

This course is a continuation of topics covered in Math 6 with a more in depth focus on the 5 math content standards. Emphasis is on problem solving and reasoning as well as making connections/representations to real world applications. All 7th grade students are required to take the New York State Math 7 Assessment Test.

****Math 7
Accelerated**

D2003

This course covers the same concepts as Math 7 only at a quicker pace and incorporates algebra skills needed to prepare for Common Core Algebra, which is the next level of study in 8th grade. All 7th grade students are required to take the New York State Math 7 Assessment Test.

Math 8

D2004

This course is the culmination of the topics covered in Math 6 & 7. Math 8 primarily focuses on Algebra and Geometry. Algebra includes the development of operations with polynomials as well as algebraic and graphic solutions to equations. Geometry includes angle relationships and transformations. All 8th grade students are required to take the New York State Math 8 Assessment Test.

Math Labs are also available for those that qualify.

****Common Core Algebra
REGENTS**

D3250

This course is the 8th grade accelerated math course which covers all the aspects of the first year of algebra. Topics covered in Common Core Algebra include Number Theory, Operations, Linear Equations, Inequalities, Relations, Coordinate Geometry, Shapes, Statistics, and Probability. At the completion of this course, students are required to take the Algebra Final and the New York State Common Core Algebra Regents.

****Mathematics Acceleration Guidelines
Grades 7-9**

Acceleration Eligibility Criterion

- 85% or higher on 6th grade final Mathematics examination.

The same final will be given consistently at both middle schools.

- Cumulative B+ average in grade 6 Mathematics.
- Level 3 or 4 for the prior 2 years in the New York State Assessment.
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

- All criteria must be met.

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent *after* the student is determined eligible for accelerated status.

**Continuing Acceleration Status
Requirements**

Seventh Grade into Eighth Grade:

- 85% or higher on the grade 7 final Mathematics examination.
- Cumulative B average in Mathematics.
- Level 3 or 4 for the prior 2 years in the New York State Mathematics Assessment.
- Excellent work ethic and attendance.

Grade 9 Math Course Placement

Eighth Grade into Ninth Grade:

- Cumulative C+ or higher average in Algebra. C+ requirement will be reviewed after

Music

Choir

D4010

This elective course is designed to acquaint students with sound vocal techniques and musicianship. It gives students the opportunity to develop a sense of accomplishment and pride through public performance. It also serves as a stepping stone to Choirs 9. This course may be taken in lieu of General Music.

Orchestra

D4004

This elective course for 7th and 8th graders gives students the opportunity to play in a string ensemble with other students and gain further experience on their respective instruments through joint rehearsals and public performance. This course may be taken in lieu of General Music.

Band

D4002

This elective course for 7th and 8th graders gives wind and percussion students the opportunity to play in an ensemble while further developing their instrumental technique and musicianship through rehearsals and public performance. This course may be taken in lieu of General Music.

Music

D4006

This music course, at the early secondary level, is an extension of experiences previously established in the early grades. Musical activities are provided which emphasize the understanding of basic musical fundamentals and the relationship of music to world cultures, history, modern society and the other arts and sciences

Lessons

D4011

Individual lessons for those that qualify.

SCIENCE

Science 7

D3002

This course illustrates the nature, organization, relationships and interdependence of organisms. Students will build a foundation in the cell, classification, genetics, reproduction, evolution, human body systems, and ecology. Students are required to do an independent research project applying the principles of scientific method. All students will take common unit assessments including a midterm and a final examination. Skill proficiency expected in graphing, using a dichotomous key, microscope, and dissecting instruments.

Science 8

D3004

Students will study the Properties of Matter and Energy and Motion. Students are required to do an independent research project applying the principles of scientific method. All students will take common unit assessments including a midterm and a final examination. In addition, students will take both written and performance parts of the NYS Intermediate Science Test, demonstrating proficiency in content and skills taught in grades 5-8.

Heath

D3101

Health 8 is a course in the basic principles from the NYS curriculum in Health Education. The goal of this course is to equip students intellectually and emotionally to make sound decisions affecting their health, safety and welfare. Components include Life Skills which includes friendship and decision-making, Nutrition and Dental Health, and Safety and Drug Resistance skills

Science 7 Accelerated

D3003

This course combines the basic principles of Life Science 7 and Physical Science 8. The first half of the year covers Physical Science consisting of the properties of matter, energy, motion and forces. The second half of the year covers Life Science and illustrates the nature, organization, relationships and interdependence of organisms. Students in this course will take common unit assessments including a midterm and a final examination. Students are required to do an independent research project applying the principles of scientific method. In addition, students will take both written and performance parts of the NYS Intermediate Science Test, demonstrating proficiency in content and skills taught in grades 5-7. Students meeting continued acceleration requirements will enter into Biology 8 upon completion of this course.

Living Environment/Biology

D2200

Students in Biology 8 will follow the curriculum based on the NYS Standards for the Living Environment. The course consists of 23 different skills and 7 topics including unity and diversity among organisms, maintenance in living things, human physiology, ecology, genetics, evolution, and human impacts on the environment. Completion and satisfactory documentation of 1200 minutes of laboratory instruction is required for students to take the New York State Regents examination in Living Environment. In addition, all students are required to do an independent research project applying the principles of scientific method. Upon satisfactory completions of this course students will have earned 1 high school credit and advance to their second high school science class when they enter the high school.

Science Acceleration Guidelines Grades 7-8

Acceleration Eligibility Criterion

- 85% or higher on the 6th grade final Science examination. The same final will be given consistently at both middle schools.
- Cumulative B+ average in 6th grade Science.
- Level 3 or 4 on the grade 4 Science Assessment and on the 5th Grade Mathematics Assessment.
- Must meet Accelerated Mathematics Guidelines.
- Excellent work ethic and 85% attendance.

Determining Eligibility Status

- All criteria must be met

Parental Consent

- Student participation in accelerated coursework requires written parental consent.
- The building principal is to secure written parental consent after the student is determined eligible for accelerated status.

Continuing Acceleration Status Requirements

Seventh Grade into Eighth Grade:

- 85% or higher on final 7th Grade Science Examination.
 - Cumulative B average in Grade 7 Science.
 - Level 3 or 4 on the New York State Grade 8 Science Assessment.
- Accelerated students take the Grade 8 Science Assessment in 7th grade.
- Excellent work ethic and 85% attendance.

Discontinuance of Acceleration Status Due to Performance

- Continuation of student in accelerated status will be monitored and reviewed by the classroom teacher the first and second marking periods.
- After the first marking period, if student is not rendering satisfactory performance, counselor and building principal will be notified by teacher and an immediate parent/teacher conference will be scheduled.

Occupational Education: Technology

Family and Consumer Science D3107

Career Development, Personal Environment Management, Nutrition and Wellness, Interpersonal Relationships, Human development, Financial Management, Family/Parenting, Consumer Resource Management, Community Connections, and Clothing management are taught in 7th grade. Library Information Skills are also embedded.

Technology

D3111

This course is designed to prepare students to live in a constantly changing world that is continuously affected by technology. Students will learn about the influence of technological systems on their daily lives including home, school, and the workplace environment. This course has been developed to be 75% hands-on, using laboratory based activities in which students “design and construct” solutions to authentic technological problems.

The learning environment will be a technology laboratory equipped with traditional and modern tools and machines. Computer lab facilities in the technology classrooms allow students to perform research on a variety of topics and careers.

This course satisfies the one unit requirement for Technology Education by the end of Grade 8.

PHYSICAL EDUCATION

Physical Education 7/8

D5002

Each student must take physical education as prescribed by law each year. The physical education instructional program is a planned sequence of learning experiences designed to fulfill the growth and behavioral needs of each pupil. Physical education classes are mixed grades 7th, and 8th. Within this framework, John F. Kennedy and Donovan Middle Schools will encourage and assist each student to:

1. Attain and maintain physical fitness throughout life by providing programs that include:

Track	High-organized team games
Jogging	Low-organized team games
Aerobics	Rhythms and dance
Weight training	Lifetime Sports

2. Attain competency in the management of the body and useful physical skills by providing programs that include:

Perceptual Motor Training
Rhythmic Activities
Tumbling and Gymnastics
Movement Exploration
Fundamental Skills for Sports
Kinesthetic Awareness

3. Obtain the knowledge and appreciation of physical education activities by:

Athletic Contests	Self-Testing Programs
Team Games	Written Games
Individual Games	Elective Programs
Rhythmic Activities	Selective Programs

General Objectives

1. Provide for physical growth and development through muscular strength and endurance, ability and flexibility, coordination and balance, efficiency and movement and maximum development of physical fitness.

2. Develop the individual's emotional growth including such characteristics as courage, initiative, poise, resourcefulness, self-reliance and self-control through which the student may attain maximum enjoyment and satisfaction in his present and post school life.

3. Build a knowledge and appreciation of rules and regulations.

4. Develop the individual's skills, knowledge and attitudes for continuing participation in physical recreational activities which are of benefit to the individual and society.

5. Foster the individual's social growth including cooperation, tolerance, leadership, follower ship, loyalty, honesty and fair play.

6. Develop the individual's mental alertness and provide him with the sufficient knowledge to effect certain health and safe living habits.

Specific Objectives

1. Emphasize physical fitness and posture development through vigorous or adapted physical activity.

2. Provide opportunities to explore and experience many activities.

3. Develop physical skills, coordination, and abilities to be used at work or play.

4. Develop social skills, poise and wholesome co-educational activities.

5. Develop recreational skills.

6. Develop sufficient strength, coordination, and endurance to resist fatigue.

7. Provide opportunities which allow for an appreciation and knowledge of the values of physical activities.

8. Develop skills in relaxation so that tension may be reduced.

9. Provide opportunities for pupils to develop self-confidence, initiative and self-direction.

10. Provide development of loyalty, responsibility and cooperation.

11. Provide evaluations of physical achievement and knowledge of sports.

Social Studies

Social Studies 7

D4014

The seventh grade course is a chronological approach to United States History from pre-historic times through the Industrialization. The course combines New York State History with American History. It includes such topics as Colonial America, the new nation and its formation and transition from an agrarian to an industrial society. Students will be developing map skills, learning to organize information and interpreting and analyzing data. There will be a 10 week test, midterm and final examination that will be administered in the same fashion as the New York State 8th grade Social Studies Test.

Social Studies 8

D4015

The eighth grade course will start with Immigration and end with the 1970's – present and will focus on civics/citizenship and the United States of America's role in major events. Students will also practice document based question essays and constructed response questions.

Social Studies 8 Honors

D4016

Social Studies 8 Honors covers the same curriculum as all other Social Studies 8 courses but at a faster pace, while exploring a wider range of topics as well as a more in-depth examination of many concepts. The topics of U.S. history will be applied to help students develop critical thinking skills for the real world. The course has a separate final exam to reflect this expanded curriculum. Additionally, the course may feature research papers, class presentations, journal assignments, novels and many other student-led learning experiences. Students will be chosen for this course based on recommendations by their previous teachers and guidance counselors, as well as their grades, attendance, class involvement, and work ethic.

Social Studies 7 Honors

D4017

Social Studies 7 Honors covers the same curriculum as all other Social Studies 7 courses but at a faster pace (Native Americans- Civil War). Throughout the year students will have a more in-depth examination of these curriculum topics. The topics of U.S. history will be applied to help students develop critical thinking skills for the real world. In many cases 7th grade Social Studies is the first in depth history class students have experienced. The course may feature research papers, class presentations and many other student-led learning experiences in order to prepare students for class expectation in 8th grade through college. Additionally, the course will have a separate final exam to reflect the expanded curriculum. Students will be chosen for this course based on recommendations by their previous teachers and guidance counselors, as well as their grades, attendance, class involvement, and work ethic.

Social Studies 7 and 8 Nomination Process and Class Requirements

Social Studies Honors Requirements:

- Level 3 or 4 on NYS ELA Assessment
- Overall average of 85 or higher in Social Studies
- Teacher and counselor recommendations based on grades, attendance, work ethic, interest, participation, etc.
- If a student is accepted into the program, he/she must maintain the Honors Requirements throughout the year, or he/she will be removed from the class

Maintenance of Honors Requirements:

- Throughout the school year Honors Students must continue to meet the above requirements, and grow stronger as students.
- Students repeatedly counseled for plagiarism, copying work, lack of effort, attendance, or any other problem may be removed.
- Students must maintain marking period averages above 85%, as well as benchmark exam grades above 85%.
- Student performance will be reviewed throughout the year by the classroom teacher, guidance counselor, and school administrators.
- Parent/teacher conferences will be scheduled to notify parents of any problems with student performance.

Art

Art

D3208

This course is designed to introduce art elements, principle and composition. Students will be working with a variety of materials and will become accustomed to the different skills necessary to be successful in a particular medium. Individual creativity is encouraged and required in this course. Students will also be consistently instructed in proper studio behavior, learning the essential skills of proper use of supplies, equipment and maintenance of their own work in a folder for evaluation purposes. Students will be evaluated by measurable tests that will evaluate their vocabulary development and working knowledge of the elements and principles. Students will also be expected to maintain a folder of all completed works.

English as a New Language

Grades 7-8 Newcomer Program (D001)

This program addresses the needs of newly arrived immigrants and refugees having no English skills. Students are first introduced to oral English. Students learn basic sounds and verbs necessary for survival in school and the outside environment. Students are introduced to the English alphabet and develop phonemic awareness. Speaking and Listening are the primary focus of this course. Basic reading and writing skills are introduced as student's progress. Once a student has basic English skills, he/she is moved into a Level 1 ESL class.

ESL 7 Courses

ESL Level 1 (D1018) is designed to introduce students to the basic concepts of reading, writing, listening and speaking, which is crucial in helping students assimilate into the American culture. The course focuses on the basic concepts of grammar, vocabulary, writing and reading skills necessary for students to advance further in their academic studies.

ESL Level 2 (D1019) is designed for students to learn more advanced areas of the English language than taught at Level 1. Students will be taught additional concepts of the English language at an increased level of difficulty. Students will learn to speak more clearly so that others can understand them better, learn correct English grammar rules and use them to create understandable writing.

ESL Level 3 (D1020) is designed to complement Level 2 in that it is designed to introduce students to a higher level of learning. Students will begin to read a variety of different texts, learn techniques and strategies to better understand new vocabulary and increase their writing from paragraphs to essays. This course will provide the skills necessary to foster a sense of confidence in the student's abilities, allowing them to eventually test out of ESL

ESL Grade 8 Courses

ESL Level 1 (D1021) is an introductory level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading and writing. Students will improve their basic phonemic awareness. In the beginning, much emphasis is placed on listening and speaking skills: students learn to ask and answer basic questions in English. Reading and writing are introduced at a basic level. By the end of the course most students should be able to write a well-developed paragraph.

ESL Level 2 (D1022) is an intermediate level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading and writing. Students will improve their listening and speaking skills; presentations are given by students throughout the course. Students are exposed to various reading strategies and genres. Students learn to employ strategies that will assist them in becoming active readers. Students also learn to write for various audiences and purposes.

ESL Level 3 (D1023) is an advanced level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading and writing. Students will improve their listening and speaking skills; presentations are given by students throughout the course. Students are exposed to various reading strategies and genres. Students refine reading strategies that assist them in being active readers. Students practice writing for various audiences and purposes.

Math 7 Sheltered	D2011
Math 8 Sheltered	D2012

Science 7 Sheltered	D3011
Science 8 Sheltered	D3012

Social Studies 7 Sheltered	D4012
Social Studies 8 Sheltered	D4010

ENL Course Descriptions

Grades 7-8 Newcomer Program/Integrated Newcomer Program (D1026)

This program addresses the needs of newly arrived immigrants and refugees having no/very little English skills. Students are first introduced to oral English. Students learn basic sounds and verbs necessary for survival in school and the outside environment. Students are introduced to the English alphabet and develop phonemic awareness. Speaking and listening are the primary focus of this course. Basic reading and writing skills are introduced as students' progress. Once a student has basic English skills, he/she is moved into a Level I ENL class.

***This class is a two period class and is co-taught by an ELA teacher during one of the periods.**

ENL 7 Courses

ENL Level 1/Integrated ENL Level 1 (D1029)

This is an introductory level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading, and writing. Students will improve their basic phonemic awareness. In the beginning, much emphasis is placed on listening and speaking skills: students learn to ask and answer questions in English. Reading and writing are introduced at a basic level. By the end of the course most students should be able to write a well-developed paragraph.

***This class is a two period class and is co-taught by an ENL and ELA teacher during one of the periods.**

ENL Level 2/Integrated ENL Level 2 (D1033)

This course is designed for students to learn more advanced areas of the English language than taught at Level 1. Students will be taught additional concepts of the English language at an increased level of difficulty. Students will learn to speak more clearly so that others can understand them better, learn correct English grammar rules and use them to create understandable writing.

***This class is a two period class and is co-taught by an ENL and ELA teacher during one of the periods.**

Integrated ENL/ELA (D1024)

This course is designed to introduce students to a higher level of English learning. Students will begin to read a variety of different texts which their peers are reading in ELA classes. Students will learn more techniques and strategies to better understand new vocabulary and increase their writing from paragraphs to essays. This course will provide the skills necessary to foster a sense of confidence in the student's abilities, allowing them to eventually test out of ENL.

***This is a one period course and is co-taught by an ENL and ELA teacher.**

ENL Grade 8 Courses

Integrated ENL Level 1 (D1031)

This is an introductory level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading, and writing. Students will improve their basic phonemic awareness. In the beginning, much emphasis is placed on listening and speaking skills: students learn to ask and answer questions in English. Reading and writing are introduced at a basic level. By the end of the course most students should be able to write a well-developed paragraph.

***This course is a two period class and is co-taught by an ENL and ELA teacher during one of the periods.**

Integrated ENL Level 2 (D1035)

This course is an intermediate level course. It is for students whose first language is not English. This course focuses on speaking, listening, reading, and writing. Students will improve their listening and speaking skills. Students are exposed to various reading strategies and genres. Students learn to employ strategies that will assist them in becoming active readers. Students also learn to write for various audiences and purposes.

***This course is a two period class and is co-taught by an ENL and ELA teacher during one of the periods.**

Integrated ENL/ELA (D1025)

This is an advanced level course. It is designed for students whose first language is not English. This course focuses on speaking, listening, reading, and writing in English. Students are exposed to various reading strategies and genres. Students refine reading strategies that assist them in being active readers. Students practice writing for various audiences and purposes. Students become more independent learners of literacy and language.

***This course is a one period class and is co-taught by an ENL and ELA teacher.**