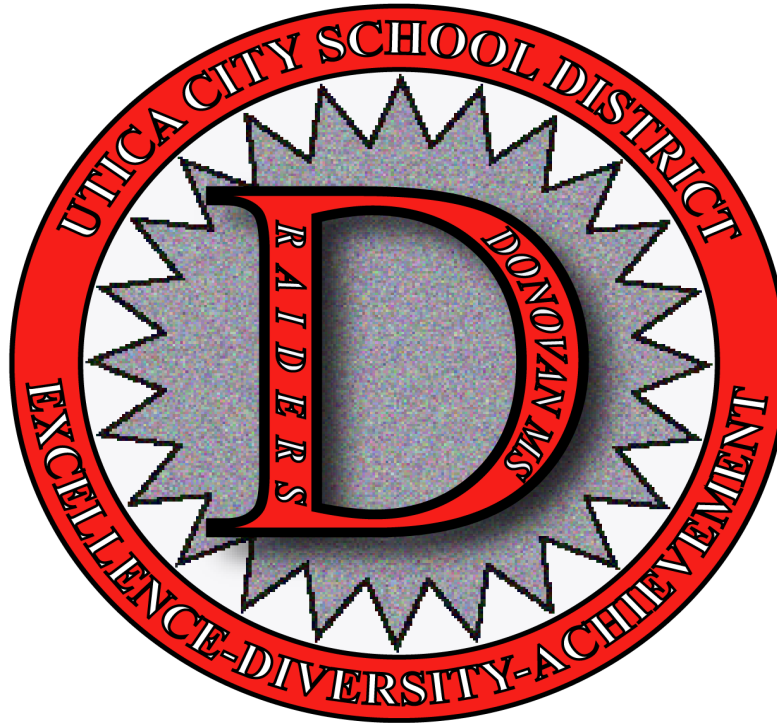


Utica City School District



Middle School Program of Studies 2024-2025

Senator James H. Donovan Middle School

(Miss Palladino: Principal)

John F. Kennedy Middle School

(Mr. Clark: Principal)

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 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 if you have further questions or concerns.

Donovan Guidance:

Last names A-L	315-368-6545
Last names M-Z and YOUNG SCHOLARS	315-368-6543
IEP Students	315-368-6584

JFK Guidance:

Last names A-G	315-368-6643
Last names H-O	315-368-6647
Last names P-Z and YOUNG SCHOLARS	315-368-6646

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Program of Studies

Purpose: This bulletin contains an overview of the instructional program offered at the middle 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 65% (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 9 in the High School, the student must successfully complete four units of credit in 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 8 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 May. 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: 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: 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 7 and 8:** 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.



HEALTH

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.



World Languages

In grade seven, middle school students begin their study of a World Language 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 World Language is intended to provide students with a comfortable pace of learning. 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 World Language Checkpoint Exam at the end of eighth grade, the student will move to World Language Level 2 of his/her chosen language or may begin World Language Level 1 of another language.

The two year study of a World Language 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.

Courses offered:

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



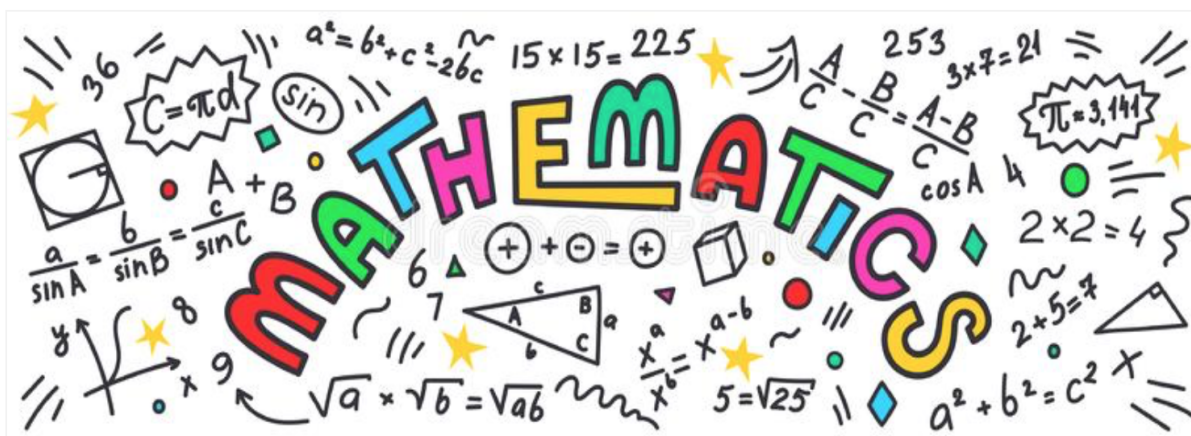
Mathematics

Mathematics 7: 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: 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: 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.

**Algebra Regents: This course is the 8th grade accelerated math course, which covers all the aspects of the first year of algebra. Topics covered in 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.





Choir: 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: 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: 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: 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: Individual lessons for those that qualify.





Science 7: 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 7 Accelerated:** 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.

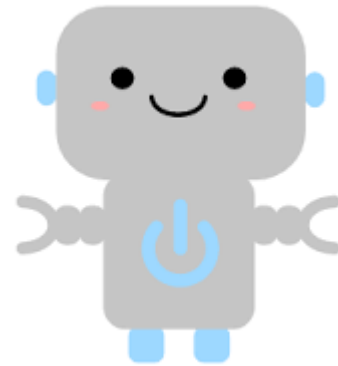
Science 8: Students will study the Properties of Matter and Energy and Motion. Students are required to do an independent research project applying the principles of scientific method. All students will take common unit assessments including a midterm and a final examination. In addition, students will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

****Living Environment/Biology:** 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 completion 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.

OCCUPATIONAL EDUCATION

Family Consumer Science and Library Information Skills

Home and Career Skills – 7th Grade. Home and Career Skills is a course in 7th grade. 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. Teacher evaluation is written and practical with a district-wide final exam. Library information skills are also embedded.



Technology

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 8th Grade.

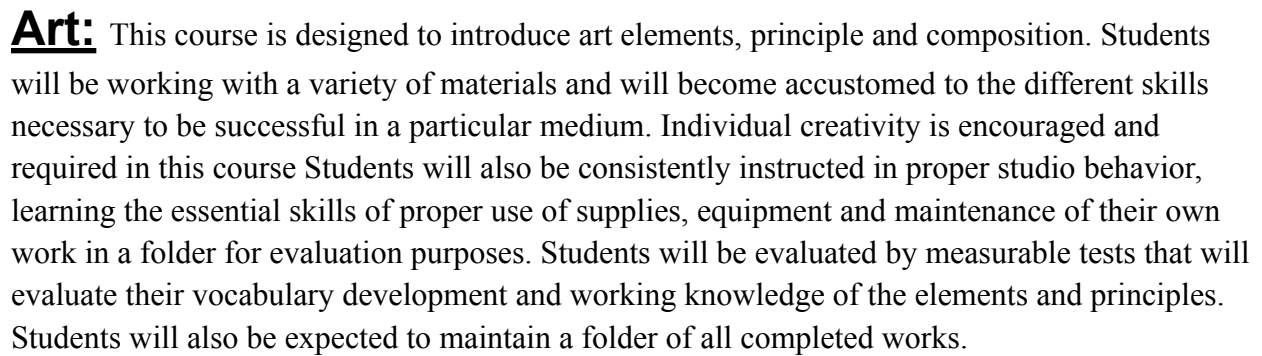


Social Studies 7: The seventh grade course is a chronological approach to United States History from prehistoric times through the Industrialization. The course combines New York State History with American History. It includes such topics as Colonial America, the new nation and its formation and transition 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 7 Honors:** 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 8: 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:** 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.



English as a New Language

Grade 7-8 Newcomer Program: 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 Grade 7 Courses:

ESL Level 1 is designed to introduce students to the basic concepts of reading, writing, listening and speaking, which is crucial in helping students assimilate into 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 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 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 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 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 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.

ENL Course Descriptions

Grades 7-8 Newcomer Program/Integrated Newcomer Program

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

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

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

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

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

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

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.**

Middle School Acceleration Guidelines

Acceleration Eligibility Criterion (based on prior year's data)

- 85% or higher on final exam in subject area
- 85% cumulative average in subject area
- 85% attendance

Parental Consent

Student participation in accelerated subjects requires written parental consent that must be collected by the accelerated teacher and kept on file with the counselor in the student's Cumulative Folder.

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 quarter, if student is not rendering satisfactory progress based on eligibility criterion, the teacher should contact the counselor within 3 days of the close of the quarter to schedule a parent/teacher conference to discuss a plan for improvement.
- After second quarter, if student continues not to render satisfactory performance based on eligibility criterion, the teacher should contact the building principal within 3 days of the close of the quarter requesting removal from the accelerated class.
 - The building principal will review all eligibility criteria and interventions with the teacher and make a decision whether or not to remove the student from the accelerated class within 3 days.
 - In the event the principal approved the discontinuance, the counselor will contact the parent and revise the student's schedule to reflect a regular paced class for the subject area.
 - A parent/guardian may appeal the principal in writing within 10 school days.

Accountability

- Classroom teachers submit quarterly acceleration reports to main office within 5 days of SchoolTool Lock Dates.