

# Mahopac Middle School

## Curriculum Guide

**2017-2018**

**Program of Studies**





**MAHOPAC MIDDLE SCHOOL**  
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***OUR CHILDREN, OUR SCHOOL, OUR FUTURE***

January 2018

Dear Parents and Students:

This curriculum guide is a detailed document that outlines the many and varied course offerings at Mahopac Middle School. For your convenience, the descriptions of the courses are listed alphabetically, by subject area, for grades six, seven, and eight. As you may be aware, New York State has developed new and higher academic standards for all students, called the Common Core Learning Standards. These guidelines were created, “to develop a common core of standards that are internationally benchmarked, aligned with work and post-secondary education expectations, and inclusive of the higher order skills that students need...”(NYSED.gov).

These College and Career Readiness Standards are woven and integrated throughout our curriculum. As in the past, there are state assessments in English Language Arts and Mathematics for grades 6, 7 and 8 as well as a Science grade 8 state assessment. Those students enrolled in an Accelerated Math or Science course in the 8<sup>th</sup> grade will take a Regent’s exam. This guide also includes information on the extra-curricular activities, an important component of our school.

Middle School is the transitional years between elementary and high school where academic, social, and emotional growth and challenges are abound. We are committed to helping all of our students achieve success and rely on strong home-school communication.

We welcome your questions as you prepare for the next year at Mahopac Middle School and if we can be of any assistance please do not hesitate to call. Our counselors, Mrs. Powers, Mrs. Maxwell, Mrs. Pugliese, and Mrs. Felder are available at the Guidance Office.

We all look forward to having your son or daughter as a student at Mahopac Middle School.

Sincerely,

***Tom Cozzocrea***

Vincent DiGrandi  
Principal

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## Mahopac Middle School

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Janice Maxwell	Guidance Counselor 6 <sup>th</sup> Grade
Stephanie Powers	Guidance Counselor 7 <sup>th</sup> Grade
Allison Pugliese	Guidance Counselor 8 <sup>th</sup> Grade
Dr. Catherine Sweeney	Special Education Administrator
Kathleen McTernan	Psychologist 6 <sup>th</sup> Grade
Barbara Hynes	Psychologist 7 <sup>th</sup> Grade
Marie-Jacqueline Tome	Psychologist 8 <sup>th</sup> Grade
Linda Kalman	Social Worker
Denise Seymour	Speech Therapist
Cindy Greco	Speech Therapist
Lisa Papanicolaou	Secretary-Special Education
Lynne Mongon	Secretary-Guidance

### ROLE OF THE SCHOOL COUNSELOR

- Primary liaison between school and home – Call to let us know of any problems/concerns that may affect your child's educational, social or personal process.
- Individual counseling
- Group counseling
- Scheduling

### MIDDLE SCHOOL GOALS

Students will achieve success by:

- Speaking up for themselves, therefore becoming their own advocate in all situations.
- Getting involved in clubs and activities.
- Being independent – knowing when to ask for help.
- Being responsible for their own success.

# **ART**

## **ART**

Art is creating, knowing and using a variety materials to communicate ideas and thoughts. Art is responding to and understanding the work created by other artists. Art at Mahopac Middle School allows students to experience and produce artwork in the areas of drawing, painting, design, lettering, art appreciation, multi-media and cultural arts. Students will explore and create 2-D and 3-D art. The curriculum will focus on the understanding of and creating with the elements and principles of design.

## **ART 6**

Sixth grade art is mandatory for every student and meets two out of four days in a cycle. The 6th grade art curriculum is based on cultural arts aligned with the grade level's Social Studies content, as well as several design projects focusing on the Elements of Art. Students will learn about the Arts of ancient cultures from around the world, as well as modern forms of decorative arts.

## **ART 7**

Seventh grade art is mandatory for all students in order to complete the Middle School commencement requirement. Students will continue to create and explore through a variety of medium using the elements and principals of design to communicate ideas and solve visual problems.

## **ART 8**

Eighth grader art is for those students who wish to further their talents and skills in art. Eighth grade students may choose art as an elective. A variety of art materials and tools will be explored and used in creating artwork. This course will promote visual and media literacy and encourage our students to explore the new media arts. Students will continue to learn and create with traditional art media as well as new art technologies to be creative and critical thinkers.

The Mahopac Middle School Art teachers recognize a wide variety of levels and abilities within the student population. Art lessons and projects are differentiated to meet the needs of all students.

# **ENGLISH**

## **ENGLISH 6**

English in grade 6 teaches reading, writing, speaking, listening, and language skills aligned with the Common Core State Standards for English Language Arts. Vocabulary, spelling, and grammar skills are taught along with reading and writing skills in English instruction daily. The writing program builds on previous paragraph work and moves to multi-paragraph compositions. Both written and oral communication is fostered through interdisciplinary units. Students are introduced to a variety of genres including fiction and nonfiction short stories, poems, essays, articles, plays and novels. In addition, reading comprehension skills are taught through a variety of novels such as, but not limited to: The Cay, Ella Enchanted, The Giver, Sixth Grade Can Really Kill You, Sword of Egypt and Tuck Everlasting.

## **ENGLISH 7**

The curriculum in grade 7 follows the Common Core State Standards for English Language Arts for reading, writing, listening, speaking, and language skills. In reading, students continue the study of literary terms as they read both classic and contemporary literature. Advanced critical reading skills are taught through such novels as Freak the Mighty, Percy Jackson and the Olympians: The Lightning Thief, A Christmas Carol, Peter Pan, Pinocchio, Uncle Tom's Cabin (Abridged), The Acorn People, The Call of the Wild, Cold River, The Fighting Ground, Johnny Tremain, The Outsiders, Light a Single Candle, My Brother Sam is Dead, and Where the Red Fern Grows. In addition, students learn vocabulary, spelling, and grammar skills.

## **ENGLISH 8**

The eighth grade curriculum is designed to reflect the Common Core State Standards for English Language Arts. Instruction is aimed at increasing student proficiency in reading, writing, listening and speaking for information and understanding; for literary response and expression; for critical analysis and evaluation; and for social interaction. Students continue to use the process approach to writing to produce well-organized and well-developed multi-paragraph compositions. In addition, students improve their understanding of literature through reading a variety of genres in selected anthologies as well as a minimum of three novels or plays such as: No Promises in the Wind, Roll of Thunder – Hear My Cry, Snowbound, The Diary of Anne Frank, The Cage, The Wizard of Oz, The Adventures of Tom Sawyer, Treasure Island and Fahrenheit 451.

Many of the selections in literature are tied to the 8<sup>th</sup> grade social studies curriculum through the study of interdisciplinary topics such as the Civil War, Child Labor, the Great Depression, and the Holocaust.

## **ENGLISH AS A NEW LANGUAGES (ENL) Grade 6, 7 and 8**

This course is for those foreign students and students born in the United States that come from a home where a language other than English is spoken. ENL students need to learn English as their second (or third) language. Students work on developing their proficiency and fluency in English throughout the four skill areas of listening, speaking, reading and writing. ENL students also receive content area support in order to advance their academic achievement.

## **HEALTH**

### **HEALTH 6**

Health is a ½ credit course designed to provide students with the knowledge and skills needed to establish and maintain lifelong personal and community health. The main content areas covered within our health education curriculum include: mental/emotional health, self-esteem building, communication, stress management, decision making, bullying awareness and prevention, peer pressure and refusal skills, fitness, nutrition, adolescent growth and development, disease prevention (including HIV prevention), substance abuse prevention, environmental health, media influences and personal safety (abuse and abduction prevention, online safety).

Our primary objective is to encourage positive decision making in order to help students live a healthy lifestyle. To accomplish this goal, a variety of the following instructional methods are used: role-playing, collages, poster design, group projects, and guest speaker presentations from community health professionals. Traditional instructional methods are also utilized in alignment with New York State Learning Standards. The interactive and personal nature of the course helps to smooth the transition from elementary to middle school life.

### **HEALTH 7**

This ten-week course is designed to challenge the way young teens feel about themselves, how they see others, and how early adolescent relationships & decisions will impact their future. A wide variety of traditional, non-traditional and experiential learning methods will be utilized. Open and honest discussions; note taking; projects & group work will allow students to learn more about themselves & others. Topics covered in seventh grade health include adolescent brain development, decision making, and current issues affecting young adolescents such as digital citizenship and substance abuse prevention.

## **FAMILY & CONSUMER SCIENCE**

### **(Home & Career Skills)**

Family & Consumer Science is a program of instruction primarily employing applied activities designed to prepare students to meet their everyday responsibilities. The life skills learned in this course will help students understand their opportunities as parents or other members of families, as consumers, as home managers and as wage earners.

### **FAMILY & CONSUMER SCIENCE 7**

Family & Consumer Science is a course designed to enable students to develop skills necessary to be successful contributing members of society. The class will involve students in the opportunity to explore their personal and community environments through a series of “hands-on” activities. Units of study will include: decision making, management skills, consumerism, personality development, foods and nutrition, career search, child care, clothing care and a simple sewing project.

### **CULINARY ARTS 8 ELECTIVE**

The Culinary Arts program is an exciting hands on course designed for individuals interested in preparing various recipes in the kitchen.\* Instruction will also include kitchen safety, food safety, proper use of kitchen equipment, ethnic food research and sharing, learning to serve the food that they cook, and exploring different careers in the food service industry.

\* Students will learn to prepare healthy snacks, meals and desserts in a cooperative group setting.

**Prerequisite: Successful completion of 7<sup>th</sup> Grade Home & Career Skills**

## **TECHNOLOGY & ENGINEERING EDUCATION**

### **(Formerly known as Industrial Arts)**

### **TECHNOLOGY**

The goal of our technology education is to put the concepts learned in math, science, and other academic areas into practice. Our goal is to move our students toward a better understanding and implementation of the STEAM (Science, Technology, Engineering, Art, and Mathematics) concepts and how they are a part of our daily life.

### **TECHNOLOGY 6**

In 6<sup>th</sup> grade we learn to solve problem using tools and machines (engineering). Units brought up in our core subjects (Math, Science, Social Studies) are incorporated into projects for fun hands on approach to our core subjects. Students use scroll saws, belt sanders, drill presses and nail guns. The materials used are wood, cardboard and plastic.

An example of one of our projects is building a box with a lid. In this project we incorporate fractions and measuring skills that are being taught in Math.

Another example is building a water clock out of found materials. Using found materials is also part of the science curriculum that teaches recycling and conservation. The engineering of water clocks also gives students a feel for what it was like as an early Mesopotamian inventor.

## **TECHNOLOGY 7**

7<sup>TH</sup> Grade meets every day for 10-weeks. It is an exploratory curriculum. Seventh graders utilize teamwork, planning and designing to apply Math, Science and Technology in a variety of practical projects. The projects may include:

Audio	Desktop Publishing	Plastics
Computer Aided Design	Electricity	Robotics
Criminology	Measurement	Rubberband Powered Boats
Design and Build a Crash Car	Mousetrap powered car	Video
		Video Game Design

## **TECHNOLOGY 8**

8<sup>th</sup> grade students may choose to take Technology & Engineering as an elective choice. 8<sup>th</sup> graders will be able to explore Rockets and other aspects of the transportation systems we currently use in the United States. Students will also explore alternate forms of energy including solar through projects like solar cookers. Public Service Announcements allow students to explore and experience real world communication using cameras, computers and video editing.

Structural Design will be explored through design challenges that might include towers, marble drops and catapults. Technological Drawing will be used to design some aspects of each challenge. In some cases, these projects might lead to attending competitions with other local school districts. Different forms of structural testing will be used at the conclusion of each project.

As a result of preparation in this curriculum, students will have the opportunity to develop skills in leadership, cooperative group tasks, problem solving, human relations, communication, and in managing time and materials.

## **6th Grade: STEAM Lab**

Course Description: In the STEAM learning lab our mission is to engage our students in high quality, hands-on STEAM (science, technology, engineering, art and math) learning experiences. The goal of this class is to foster a learning environment in which students are guided to produce original ideas, objects, and structures in alignment with concepts learned in Science, math, and technology courses.

Areas of study we will explore: the Engineering Design Process, Newton's Laws of Motion, Simple Machines, Electricity, Scratch programming, mass production, and much more!

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

Students are enrolled in Technology for a 10-week duration. The students will explore many different disciplines within the Technology curriculum. They will be working on projects both collaboratively and individually throughout the duration of the course. Students will have to utilize skills such as team work, planning, design, problem solving and application of cross curricular studies in order to complete each project. The focus with each project is to have students work within the STEAM framework so that information they are learning in other classes will be applied in a hands-on practical experience.

## **8<sup>th</sup> Grade: Engineering Design and Applications**

Course Description: Students will utilize problem solving skills in order to create products using high tech equipment such as: vinyl cutters, laser cutters, and much more. The goal of the course is to combine aspects of traditional Technology with modern day machinery and tooling. Students will learn how to interface with machines through computer software in order to create high end products.

Students will explore topics such as alternate forms of energy including solar through projects like solar cookers. Students will explore basic physics through rocketry, including topics such as Newton's Laws and Bernoulli's principle. Public Service Announcements allow students to explore and experience real world communication using cameras,

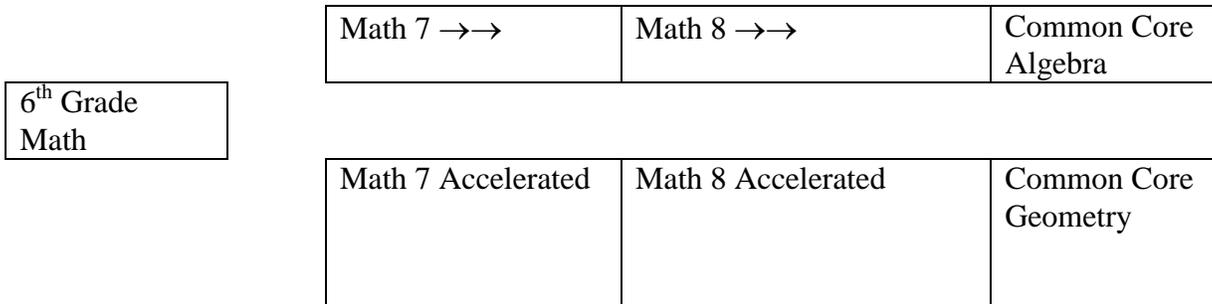
computers and video editing. Structural Design will be explored through design challenges that might include towers, bridges, marble drops and catapults. Technological Drawing will be used to design some aspects of each challenge. Students will also explore graphic design, 3D printing, computer application development, CAD/CAM concepts and web design within S.T.E.A.M. (Science, Technology, Engineering, Art, and Math).

## MATHEMATICS

The Mathematics program at Mahopac Middle School is designed to serve all of its students. Our sixth grade program develops basic math skills with an emphasis on problem solving. At the end of grade 6, students are then placed into one of two seventh grade programs. A similar process is followed from grade 7 to grade 8. The diagram below illustrates this process.

The Middle School Math Program became more enriched and accelerated due to changes in the New York State Syllabus and Assessment Testing. Many topics in the Pre-Algebra, Algebra and Geometry strands are introduced earlier than in prior years.

### HIGH SCHOOL



The Common Core Standards for Mathematics are available at [www.emsc.nysed.gov/3-8](http://www.emsc.nysed.gov/3-8). Engageny.org is another very informative website.

### MATHEMATICS 6

Sixth grade is a transitional year in mathematics education. Students will not only be expected to demonstrate a mastery of skills that were initially developed at the elementary level, but also gain understanding of higher level math concepts. The curriculum will follow the Common Core Standards which includes the following domains: Ratios and Proportional Relationships, the Number System, Expressions and Equations, Geometry, and Statistics. Real world applications will be incorporated into each domain. The 6<sup>th</sup> Grade Math Assessment Exam will be administered in the spring.

### MATHEMATICS 7

The curriculum contributes to the foundation needed to complete a successful course of a study in grade 8 as well as at the high school level. The curriculum will follow the Common Core Standards which includes the following domains: Ratio and Proportional relationships, the number system, expressions and equations, geometry, statistics and probability. Real world applications will be incorporated into each unit of study through the use of processes of Problem Solving, Reasoning and Proof, Communication Connections and Representation. The 7<sup>th</sup> Grade Math Assessment Exam will be administered in the spring.

## **MATHEMATICS 7 ACCELERATED \*\***

Mathematics 7 Accelerated is the first of our 2-year accelerated math program. The material listed in the Common Core Standards for both grades 7 and the majority of the 8 and will be taught in one year. Students will be expected to apply their reading and verbal skills, deductive reasoning, advanced conceptual understanding, as well as abstract thinking, to problem solving throughout this course. The pace and depth of the material is challenging. Students need to be highly motivated and are expected to study and complete assignments daily.

Upon successful completion of Math 7 Accelerated, students will advance to Math 8 Accelerated/Algebra I, the first course in the sequence of high school mathematics. The 7th Grade Math Assessment Exam will be administered in the spring.

\*\* The expectation is that students maintain above an 80% quarterly average throughout the entire year. If a student average falls below this benchmark a review will take place to discuss continuation in the program. This review will include the parent(s), the student, teacher, counselor, and an administrator to either develop an improvement plan or to discuss removal from the class altogether.

### **Eligibility:**

Math 7 Accelerated is offered to 7<sup>th</sup> grade students who have been identified as exemplary and capable of performing as such in a most challenging course of study. Students will be placed in accelerated math as determined by weighing the following: placement exam, teacher recommendation and 6<sup>th</sup> grade quarterly averages.

## **MATHEMATICS 8**

Mathematics 8 is designed to follow the New York State Common Core Standards which include the following domains: Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

The 8th Grade Math Assessment Exam will be administered in the spring. This examination places emphasis on all basic skills, ability to use manipulative, applying mathematical concepts as well as demonstrating mastery through written student explanations of an individual's logical thinking skills used to solve a problem.

Math 8 is followed by Common Core Algebra in grade 9, which terminates in a New York State Regents Examination.

## **MATHEMATICS 8 ACCELERATED \*\* (Culminates in Common Core Algebra Regents Examination)**

Algebra I is the second year of our accelerated math program, follows the New York State Common Core Standards for Algebra. This is the first course in the high school math sequence.

This course includes Number Senses, Algebra, Functions, Geometry, and Statistics and Probability.

The pace and depth of the material is challenging. Extensive problem solving is incorporated into each topic. The use of a graphing calculator **will** be required throughout the course. The TI-83 plus or 84 plus are recommended.

Students transferring from outside our district must have completed an accelerated math 7 course as a prerequisite for Algebra Regents.

Students may be required to take the NY State Math 8 Assessment Exam in the spring as well as the Common Core Algebra Regents Exam in June.

Students' high school transcripts will include the Final Average and the Regents score from this course.

Successful completion of Common Core Algebra will be followed by Honors or Regents Common Core Geometry in Grade 9.

\*\* The expectation is that students maintain above an 80% quarterly average throughout the entire year. If a student average falls below this benchmark a review will take place to discuss continuation in the program. This review will include the parent(s), the student, teacher, counselor, and an administrator to either develop an improvement plan or to discuss removal from the class altogether.

## **MUSIC**

### **FUNDAMENTALS OF MUSIC – Grade 6**

*Fundamentals of Music*, which meets two out of four days, is designed for students not in chorus, band or orchestra. This class is designed to foster understanding of and appreciation of all different styles of music, as well as, how music is made. A variety of mediums will be used to explore music.

### **CHORUS 6**

This performing group is open to students who want to sing in a chorus. Students who have not previously sung in an elementary school chorus are welcome. It is required that all chorus students participate in both the winter and spring concerts. A repertoire consisting of a variety of musical styles is rehearsed and performed in concert.

### **CHORUS 7**

Criteria for admission into the 7<sup>th</sup> and 8<sup>th</sup> grade chorus is previous experience singing in a chorus. Any student who was not previously in chorus may be accepted into the group with the middle school chorus director's approval. It is required that all chorus students participate in both the winter and spring concerts. A repertoire consisting of a variety of musical styles is rehearsed and performed in concert.

### **CHORUS 8**

Criteria for admission into the 7<sup>th</sup> and 8<sup>th</sup> grade chorus are previous experience singing in a chorus and student self-discipline. Any student who was not previously in chorus may be accepted into the group with the middle school chorus director's approval. It is required that all chorus students participate in both the winter and spring concerts. A repertoire consisting of a variety of musical styles is rehearsed and performed in concert.

### **ADVANCED FUNDAMENTALS OF MUSIC 7**

*Advanced Fundamentals of Music* which meets two out of four days, is designed for students not in Chorus, Band, or Orchestra. Students learn through a variety of experiences to appreciate and understand all styles of music from "Bach" to "Rock." Projects will be utilized to enrich musical horizons, as well as, foster understanding of and appreciation for music.

### **CONCERT BAND 6**

The concert band is for those who wish to continue with their musical studies of trumpet, flute, clarinet, saxophone, trombone, tuba, French horn, percussion, oboe and bassoon. Several concerts are given throughout the year.

### **CONCERT BAND 7**

The concert band is for those who wish to continue with their musical studies of trumpet, flute, clarinet, saxophone, trombone, tuba, French horn, percussion, oboe and bassoon. Several concerts are given throughout the year.

### **CONCERT BAND 8**

The concert band is for those who wish to continue with their musical studies of trumpet, flute, clarinet, saxophone, trombone, tuba, French horn, percussion, oboe and bassoon. Several concerts are given throughout the year.

## **ORCHESTRA 6**

This group is open to students who play violin, viola, cello and bass. Several live performances are given throughout the year. The group meets to rehearse twice in a 4 day cycle in addition to weekly group lessons. Particular emphasis is placed on technique and ear training while exploring a wide variety of musical repertoire.

## **ORCHESTRA 7**

This group is open to string students who have previously enrolled in Orchestra 6. Several live performances are given throughout the year. The group meets to rehearse twice in a 4 day cycle in addition to weekly group lessons. Continued technical development will take place in addition to an exploration of musical style.

## **ORCHESTRA 8**

This group is open to string students who have previously enrolled in Orchestra 7. Several live performances are given throughout the year. The group meets to rehearse twice in a 4 day cycle in addition to weekly group lessons. Particular emphasis is placed on ensemble tuning and musicality and is preparation for high school level performance.

# **PHYSICAL EDUCATION**

## **PHYSICAL EDUCATION 6**

Physical Education 6 focuses on object control, body control, fitness, teamwork and sportsmanship. Games and sports, which incorporate running, catching, throwing, hitting and kicking, are stressed. The emphasis is on awareness of individual movement as a precursor for team involvement, and working cooperatively with classmates. Project Adventure will be incorporated into the Physical Education program throughout the year. "New Games," low level trust and initiative activities will be included to promote self-esteem, responsibility, problem-solving, and cooperative learning.

## **PHYSICAL EDUCATION 7/8**

The 7/8<sup>th</sup> grade P.E. program is directed at building skills and fitness related to participation in team sports, the development of such traits as cooperation and self-discipline, and health related fitness.

Some of the fall activities include: Soccer, Field Hockey, Football and Adventure. The winter activities include: Floor Hockey, Volleyball, Basketball, Aerobics/Fitness and Team Handball. Spring activities include: Track & Field, Softball, Wiffleball, Golf, Frisbee, Lacrosse and Lifetime and Leisure Activities.

## **PHYSICAL EDUCATION – ADAPTIVE**

To provide the student with special needs the experience of athletic activity without the risk of failure.

Activities include modified team & individual sports, introduction to Project Adventure emphasizing self-esteem, and cooperation with other students and various individual sports tailored to the specific needs of the students.

## **PROJECT ADVENTURE GRADE 8- ELECTIVE**

The Project Adventure elective involves total immersion in the Project Adventure experience, beginning with additional new games and trust activities, and moving through initiatives, low ropes activities, high rope, zip line and tower. A true critical thinking experience:

CORE THEMES – Respect for differences, Problem Solving, Self-Esteem and Compassion.

## **SELECTION CRITERIA** – Project Adventure 8<sup>th</sup> grade elective:

The physical education staff will recommend students for the elective. This recommendation will be based on the following:

1. Have a record of outstanding participation in Physical Education (need to understand safety and responsibility and willingness to try new activities)
2. Demonstrate the ability to accept responsibility in potentially life threatening situations.
3. Those who exhibit a willingness to work within a group and who put group needs and goals above their own while engaged in problem solving and cooperative learning activities.
4. Demonstrate the ability to stay on task for long periods of time during complex, problem-solving scenarios;
5. Those who exhibit the ability to give and receive feedback from the group.
6. Availability compared to other elective choices.
7. Medically able to participate in strenuous outdoor activity and vertical climbing.
8. Those who exhibit the ability or desire to take and share risks.
9. Demonstrate the ability to process with minimal instructions.

## **School Resource Officer's Classroom Presentations**

### **INTRODUCTION OF THE SCHOOL RESOURCE OFFICER**

It is the purpose of this unit of instruction for the students entering the 6<sup>th</sup> grade at the Mahopac Middle School to become familiar with the School Resource Officer. It informs the students of the roles and responsibilities of the school resource officer. It will give the students a better understanding on why he is here, and it also lets the students know what services he provides for them and the school. It also gives the SRO a chance to meet the new students.

### **INTERNET SAFETY**

This unit of instruction covers the positives and possible dangers found on the internet. It will give the students an understanding on how to protect themselves online from inappropriate behavior. They will know how to report suspicious behavior. Understand how predators approach kids and teens online.

### **BILL OF RIGHTS**

This unit informs students of their constitutional rights. It goes over the first ten amendments to the constitution. It covers how the Bill of Rights protects them as citizens. It covers what rights the school has when it comes to freedom of speech and search and seizures.

### **BULLYING**

This unit teaches students on the legal implications of Bullying and Cyber-Bullying. It goes over the four different kinds of bullying. It goes over who is affected by the bullying, the different strategies someone can take from becoming bullied, and how the bystanders can help. It also goes over Law Enforcement Perspective and the New York State Laws in regard to cyber-bullying and what to do if you are cyber-bullied. It gives students advice on how to avoid being bullied online and what resources there are at their school if they are bullied.

### **DRUG AWARENESS**

This unit advises students about the dangers of using or possessing any type of illegal drug. It covers the different types of drugs from legal to illegal to over the counter and prescriptions. It covers the effects that drugs can have on the brain and body of the user. It covers the New York State Laws regarding possessing or selling of drugs; the effects it has on someone's driving ability, and how drugs circulate through the body.

### **ALCOHOL AWARENESS (ASSIST WITH MR. WARM)**

In this unit students are informed of the dangers of drinking alcohol. It covers the effect the alcohol has on the brain, the dangers of drinking and driving and the consequences it can have, and the New York State Laws and what could happen if they are caught drinking and driving if they are over 21 or under the age of 21.

## **HEALTHY RELATIONSHIPS (ASSIST WITH MR. WARM)**

This unit of instruction deals with healthy or abusive relationships. It covers what to look for in a healthy relationship and what to look out for in an abusive relationship. It covers things people can do to help someone in an abusive relationship. It covers the New York State Laws on abuse and what steps people can take to protect themselves and the different signs people can look out for if someone is being abused.

# **SCIENCE**

## **SCIENCE 6**

The sixth grade Science program offers the students a program which encompasses material recommended by the State Science Curriculum. It also affords the student the opportunity to be involved in hands on activities, which will enable them to acquire greater skills and understanding of concepts in the field of science. Emphasis will also be placed on preparing students for the New York State Assessment Examination.

Content areas include:

1. Science in our World, Scientific Method, Scientific Models, Tools, Measurement and Safety.
2. Weathering and Soil Formation.
3. The Flow of Fresh Water: The Active River, Stream and River Deposits, Water Underground, and Using Water Wisely.
4. Agents of Erosion and Deposition.
5. The Atmosphere.
6. Understanding Weather.
7. Climate: The Tropics, Temperature and Polar Zones, Changes in Climate.
8. A Family of Planets.
9. Characteristics of Living Things
10. Domains and Kingdoms
11. The Animal Kingdom
12. Matter
13. Measuring Motion
14. Simple Machines
15. Heat and Energy

## **SCIENCE 7**

Seventh Grade Science is an introduction to basic biology, chemistry and earth science concepts. It will also expand upon topics from sixth grade science.

Topics of the course include:

- Review – scientific method, metric measurement
- Life Processes
- Heredity and Evolution
- Earth's Resources
- Earth's Systems and Cycles
- Matter & Atoms
- Interactions of Matter

Emphasis is upon science as an integral part of our lives.

## **SCIENCE 8**

Eighth grade general science is designed to give all students a thorough understanding of measurement, chemistry, energy, and assorted physical science topics. It will also expand students' understanding of various life science and earth science topics covered in grades 6 and 7.

Instruction is in the preparation for the New York State Assessment Examinations. Students will be involved in the process of learning science through lectures, discussions, and laboratory exercises. Emphasis will be on developing problem solving, critical thinking and application of skills and concepts.

Topics of the course include:

- Matter – structure, organization and interaction
- Energy – motion, forces, heat, electricity, magnetism, sound and light
- Earth Science – topographic maps, weather and earth's motions
- Life Science – Body systems, Genetics, Ecology

Throughout the course, the emphasis is placed on the relationship between Science and Technology and the quality of our lives and environment.

## **LIVING ENVIRONMENT 8 (Accelerated)**

Living Environment 8 is a grade 9 High School credit bearing course offered to those 8<sup>th</sup> grade students who have been identified as capable of handling the responsibilities and elevated academic demands of a High School Level science class.

Since a great deal of outside reading and critical thinking is required to prepare for daily lessons, students whose grade point average is 85 or higher in the Science, Math and English classes will be considered for eligibility. About 20% of the curriculum will be covered with the outside-of-class assignments so reading for content is an absolute necessity. In addition, grades 6 and 7 science, math, and ELA performance, as well as grade 7 science teacher recommendation and a placement exam will also be used as selection criteria.

Student success is predicated on excellent attendance patterns, logical, orderly, sequential thought processes and, most importantly, the ability to demonstrate knowledge through application rather than memorization.

At the end of week 10 and then week 15 in 8<sup>th</sup> grade Living Environment, each student's progress will be reviewed. Any student in Living Environment who is averaging less than 80% may be recommended for inclusion in Science 8.

New York State Education Law requires that all students must complete each teacher's laboratory program in order to sit for the Regents examination in June. All lab work must be completed by June 1 in order to sit for the Regent's exam.

## **SOCIAL STUDIES**

### **SOCIAL STUDIES 6**

The 6<sup>th</sup> grade program is designed as a World History course. Students will use a variety of intellectual skills and relevant resources to demonstrate their understanding of major ideas, eras, themes, developments and turning points in World History. They will examine the broad sweep of history from a variety of perspectives, including economic, social, geographical and historical factors.

### **SOCIAL STUDIES 7 and SOCIAL STUDIES 8**

The United States is a geographically and culturally diverse nation. The program for 7<sup>th</sup> and 8<sup>th</sup> grade American History focuses on the historical forces, explorations, wars and ideologies that have impacted our nation. Students will be exposed to a multitude of primary and secondary sources and use a variety of skills to demonstrate their understanding of major ideas, themes and turning points that have influenced the history of the United States.

### **WRITING COMPONENT**

The ability to write effectively is recognized as a critical factor promoting success, not only in the classroom, but also in the greater community. In consequence, the social studies department will continue to ensure that this vital component of learning remains an integral part of our program.

## **WORLD LANGUAGE**

The New York State Education Department requires all students to pursue the study of another language. Starting with the graduating class of 2005, students must pass at least one year of high school foreign language to be eligible for a Regents diploma. (A student's IEP may provide for language exemption.)

In the 8<sup>th</sup> grade, all students will enroll in Level 1 for the foreign language they have chosen, space providing.

Mahopac Middle School enrolls all 8<sup>th</sup> Grade students in accelerated World Language Courses. Upon passing this course and the Local Assessment Exam in June, 8<sup>th</sup> grade students will receive one high school credit toward graduation. Students who fail this class and/or the exam will repeat it in high school for credit. Therefore, students must pass both the exam and the course to earn the high school credit as well as move onto level two at the high school.

As the world becomes increasingly interdependent, it is more important than ever for students to acquire the ability to communicate in other languages. Language ability leads to an appreciation of other cultures as well as to increased global awareness. In addition, it will open doors to business opportunities worldwide.

### **WHY STUDY GERMAN?**

#### **ALBERT EINSTEIN**

Along with Einstein, over 100 million people speak German worldwide. According to the 1990 US Census, German-Americans are the largest ethnic group in the United States; if you add the Swiss and Austrians, **1 in 4 Americans** can say their ancestors spoke German as their first language!

#### **KINDERGARTEN**

Kindergarten is one of many German words we use every day. English is a Germanic language, which means we share lots of vocabulary and words like *Kaffee und Tee* coffee and tea are **easy for English-speakers** to discern. Among US high school students, German is the third most popular foreign language to study. One in ten college students who study abroad do so in Germany and the German government often foots the bill with over \$3 million dollars annually awarded to American students to promote German-American ties.

#### **BMW**

BMW, Mozart and Oktoberfest... German-speaking Europe has contributed much to the world **culture**. German is the largest member of the European Union and German is the most-used business language in Europe after English. Did you know that Germany was the only country to win more medals than the United States in the 2002 Winter Olympics in Utah? From Beethoven to Bach and pretzels to chocolate, German-speakers accept only the best!

### **GERMAN 1**

The Level 1 German course is a high school course for 8<sup>th</sup> graders. Students will develop listening, speaking, reading and writing skills and learn a broad array for vocabulary in the target language. The language is presented in culturally relevant situations so that students become acquainted with the civilization, lifestyle and customs of the target culture.

This course culminates in a Local Assessment Foreign Language Exam.

## **WHY STUDY ITALIAN?**

Italian is closely linked to Latin, the language of origin of many European languages including English.

Knowledge of Italian will assist students on the vocabulary section of the SAT exam.

Italian is the language of culture; most musical terms as well as scientific, medical, artistic and culinary are Italian words.

Italian is the language of all trades. Learning Italian is a simple task: the spelling system is closely related to the sound system. Learning how to pronounce a word is also learning how to write and read it.

Children with Italian background will benefit by finally having the opportunity to understand the language and the culture of their origin. Talking to near or distant relatives in their native language will be a great satisfaction for everyone involved in the exchange. Knowledge of Italian will help in studying Spanish since many Italian words are used in Spanish, and most of the same.

As the world's 5<sup>th</sup> economic power, Italy boasts numerous companies here in the U.S.A. There will be a greater need for speakers of Italian in the future.

## **ITALIAN 1**

The Level 1 Italian course is a high school course for 8<sup>th</sup> graders. Students will develop listening, speaking, reading and writing skills and learn a broad array for vocabulary in the target language. The language is presented in culturally relevant situations so that students become acquainted with the civilization, lifestyle and customs of the target culture.

This course culminates in a Local Assessment Foreign Language Exam.

## **WHY STUDY SPANISH?**

1. One will be able to understand shows on TV, radio programs, new popular songs, signs, and ads in Spanish.
2. Spanish enables one to understand and converse with Spanish speaking people in local stores, restaurants, and malls, new students at school, neighbors, friends, and extended family members who speak Spanish.
3. Knowing Spanish prepares one for opportunities to travel to some twenty foreign lands where Spanish is spoken, for student exchange programs, athletic competitions, study travel programs, and such diverse activities as archaeological digs in Guatemala, scuba in Puerto Rico, and skiing in Chile.
4. Knowing Spanish will help in preparing for employment opportunities in government, business, travel, law enforcement, the medical fields education, the arts, international relations, etc., where knowledge of the Spanish language is a valuable tool.

## **SPANISH 1**

The Level 1 Spanish course is a high school course for 8<sup>th</sup> graders. Students will develop listening, speaking, reading and writing skills and learn a broad array for vocabulary in the target language. The is presented in culturally relevant situations so that students become acquainted with the civilization, lifestyle and customs of the target culture.

This course culminates in a Local Assessment Foreign Language Exam

## **SPANISH FOR NATIVE AND HERITAGE SPEAKERS - 1 HIGH SCHOOL CREDIT** **(Equivalent to Mahopac High School Spanish 3)**

**Pre-requisite: Students wishing to enroll in this course will complete a brief survey of skills**

Mahopac Central School District recognizes the language and culture of native and heritage language Spanish speakers as a valuable resource which should be nurtured, maintained, and strengthened. The courses we offer build upon the students' Spanish proficiency; taking advantage of what is already present and enhancing the completely structured communication system with which each student arrives.

This course is designed to meet the needs of those students who are native Spanish speakers or heritage Spanish speakers, but who have had little or no formal education in the Spanish language. The goal of the course is to impart literacy skills in Spanish, all of which are easily transferable to the development of skills in the area of English Language Arts. The course is taught through a combination of the whole language approach and phonics. Grammar and vocabulary will be taught in context through the reading of short stories, periodicals, thematic essays, and poetry. The LOTE B Examination will be taken in June.

## **EXTRA-CURRICULAR ACTIVITIES**

### **STUDENT COUNCIL**

The Student Council is composed of both elected and volunteer students and are responsible for socials, Halloween Dress-Up Day, Food Drive, Outreach, as well as, sponsoring special events. Student Council meets approximately twice each month.

### **YEARBOOK**

The Yearbook staff meets from October to March. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders are involved in sales promotion, picture selection and organization, after school activity recording, bookkeeping and distribution.

### **MAHOPAC MIDDLE SCHOOL STORE**

The School Store is open every day September – May in Cafeteria 1 during student lunch periods. The store sells a variety of school supplies including Assignment Pads. Students are responsible for sales, money management, selecting inventory and keeping the store neat. All students are eligible and may join at any time during the school year.

### **THE TORCH**

The Torch is the official newspaper for Mahopac Middle School. The students who comprise the Torch staff are responsible for writing the articles, which appear in the newspaper and for the layout. Any responsible student in grades 6, 7 & 8 may participate.

### **MMS THEATER COMPANY**

The Mahopac Middle School Theater Company puts on one musical per year. Auditions are held in mid-October with the show being performed in early Spring. Rehearsals are usually two times per week with more rehearsals required as the performance draws near. If you like to sing, dance and act – this is the group for you!

\* Students that would like to be involved in the Musical but do not want to sing or dance may join Stage Crew, Art Crew or Lighting.

### **MAHOPAC MIDDLE SCHOOL STEEL DRUM ENSEMBLE**

The Middle School Steel Drum Ensemble is open to students in grades 6-8. The group meets after school one day per week starting in November. The ensemble performs at concerts in the spring. An understanding of music and the ability to read music is highly recommended but not totally necessary.

### **MIDDLE SCHOOL JAZZ BAND**

Jazz Band here at the Middle School is open to all students in grades 6-8. This group meets after school and offers concert performances. The group includes saxophones, trumpets, trombones, drums, piano, bass, flutes and clarinets. Students should have knowledge on their instrument and some familiarity with the world of swing, Latin, blues, and rock music.

\*\*\*Activities may change according to the budget adopted for the upcoming school year\*\*\*