



**SOUTH SIDE**  
MIDDLE SCHOOL



Rockville Centre Public Schools

# Course Catalogue



Middle Years  
Programme

*“A Tradition of Caring.”*

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# South Side Middle School and the International Baccalaureate (IB) Middle Years Programme (MYP)

The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century.

South Side Middle School is an IB World School\* authorized to offer the Middle Years Programme.

IB World Schools share a common philosophy: a commitment to high quality, challenging, international education that South Side Middle School believes is important for our students.

*\*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). For further information about the IB and its programmes, visit <http://www.ibo.org>*

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with school, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.

# IB Learner Profile Attributes

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## **Inquirers**

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

## **Knowledgeable**

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

## **Thinkers**

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

## **Communicators**

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

## **Principled**

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

## **Open-minded**

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

## **Caring**

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

## **Risk-takers/Courageous**

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

## **Balanced**

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

## **Reflective**

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# South Side Middle School

## Mission Statement

South Side Middle School is a learning environment that provides students with opportunities to move toward the goal of being independent learners and thinkers. Our goal is to provide experiences to help students understand their unique aptitudes and interests and be able to adjust to their rapidly changing environment, while meeting their unique physical, intellectual, social, and emotional needs.

We strive to create a climate that enables students to develop a sense of self-worth, and have compassion and respect for others by valuing individual differences. We facilitate a caring learning environment where students feel safe, important and engaged. Our students demonstrate responsible global citizenship, and are cognizant of their place within the school community.

In this success-oriented environment, we provide opportunities for exploration and risk-taking. The structure of the school day is designed to permit students to reach the standards established by the New York State Board of Regents, while adhering to the New York State Standards and embracing the framework of the IB Middle Years Programme. Our vision is to create life-long learners who seek to attain balance in all that they do.

## **Administrators**

Shelagh McGinn – Principal

Maria LaSorsa – Assistant Principal

Jonathan Wiesenbergl – Assistant Principal

## **Academic Facilitators**

MYP Facilitators – Ms. Aksionoff/Ms. Gilchrist

Eng. Language Arts - Ms. Ryan

Math - Ms. L. Silecchia

Social Studies - Mr. Flynn

Foreign Language - Ms. Ventura

Science – Ms. Chillemi

Special Education - Ms. Barkwill

## Guidance 6, 7 & 8

Guidance is a vital function in the Middle School. Guidance counselors, teachers and administrators work together to offer a program to help students emerge from their Middle School years stronger, more self- knowledgeable and better prepared for High School.

SSMS's Guidance Counseling department consistently works with students by MYP year, throughout the year, with developing aspects of the IB learner profile and Approaches to Learning (ATL) skills. ATL skills represent the skills that students need in order to become self-regulated, intrinsically motivated learners. They provide a solid foundation for learning independently and with others. The ATL skill category of communication is exercised most effectively as students visit their counselor often and generally feel comfortable communicating their needs, concerns and for support.

Guidance Counselors provide the following services for their students:

- Use the ATL skills common language to help students prepare for, and reflect upon, learning.
- Individual and Group Counseling
- Coordinate with Pupil Personnel Services and with outside therapists and agencies
- Coordinate comprehensive orientation programs to ease the transition from Elementary School and into High School.
- Meet with cluster teachers to discuss student progress
- Classroom presentations to promote positive attitudes and to discuss choices and grade requirements
- Crisis intervention
- Career Exploration – guide students in exploration of personal strengths and career goals
- Academic Follow-up – identify strengths and weaknesses and plan strategies for success
- Assist with preparation of standardized testing
- Coordinate and prepare progress reports and report cards
- Communicate with elementary and high schools
- Class placement for new students
- Adjust students' academic programs if needed
- Evaluate and update pupil records

# Course Descriptions

## Advisory and Extended Advisory

Advisory, or Homeroom, is the classroom session in which an assigned Advisory teacher records attendance, provides access to SSMS TV Studio morning announcements and facilitates reciting the pledge of allegiance in unison. This meaningful allotment of community school time is not unique to South Side Middle School, as it is used in various forms in schools around the world. Advisory is comprised of students in all the MYP Years 1 (6th), 2 (7th) and 3 (8th) and students remain in the same Advisory throughout their school term. Advisory is daily from 8:15 - 8:24am.

Extended Advisory occurs once a month at South Side Middle School. During this time, students in each Advisory engage in character-building activities driven by the pursuit for personal awareness, local and global concerns. Extended Advisory is from 8:15 - 8:33am on the first Thursday of every month.

## Art 7

The Art 7 curriculum provides plans and strategies for students' first formal Fine Art experience at South Side Middle School. This seventh grade course of study will meet every other day for the entire school year and will build upon vocabulary and skills introduced in Art 6. The purpose of this course is to provide a comprehensive foundation for students that will be carried forward into a successful experience in Studio in Art 8. Through a variety of activities guided by the four New York State Visual Arts Standards, New York State Standards, and Middle Years Programme framework, students will learn, apply and experience how to effectively and consciously employ The Elements of Art and Principles of Design.

Art 7 students will learn a variety of drawing, painting, and sculpture techniques and skills. CCSS will be infused into art instruction with concentration on Academic Vocabulary and Interconnectedness. Each MYP unit is framed through the creation of Inquiry Questions as a vehicle for investigation of 'big ideas', concepts, research and reflection. The main objectives of this art program are to build self-confidence, stimulate the students' growth artistically, and to motivate students to participate in creating art. The end result of the students' efforts will be a tangible work of art that can be viewed and enjoyed, giving them a sense of achievement and self-satisfaction.



**Art 7 Course Requirements:** Students are expected to actively participate in all class activities including demonstrations, discussions, art making and class critiques. Students are also expected to complete all projects assigned in class, keep an Art Process Journal (sketchbook) and complete all journal entries and assignments.

**Art 7 Process Journal Assignments:** Students are required to keep an Art Process Journal as a developmental workbook of their creative process and learning journey. All journal assignments will be introduced, developed and completed during class time. Art Process Journal assignments will include a variety of exercises such as drawing, designing, information gathering, reflection, art history critiques and Inquiry Questions. All assignments will remain formative, practice exercises and will not be formally graded. Due to the personalized nature of these assignments, it is essential that Art 7 students work in their Art process Journal on their assignments in class so that individual effort, participation and personal progress can be closely monitored for fair and valid formative assessment.

## **Studio in Art 8**

**Credit:** One unit of High School credit

The Studio in Art 8 curriculum explores and builds upon knowledge and application of vocabulary, strategies, skills and experiences introduced in Art 7. This eighth grade course of study will meet every day for the entire school year and will satisfy NY State's high school credit requirement in The Arts.

The purpose of this course is to continue to provide a comprehensive, personalized art making experience for students while exploring different genres and media. Studio students will participate in a variety of activities guided by the NYS Visual Arts Learning Standards, Common Core State Standards and Middle Years Programme framework. Studio students will learn, apply and experience how to effectively and consciously employ The Elements of Art and Principles of Design. Studio students will exercise a great deal of autonomy as they continue to build their repertoire as artists with given support and guidance.

In addition, New York State Standards will be infused into art instruction with a concentration on the use Academic Vocabulary through contextual and written language. Each MYP unit is framed through the creation of Inquiry Questions as a vehicle for investigation of 'big ideas', concepts, research and reflection. The main objective of this art program is to stimulate student growth as an artist and to funnel this motivation into participation, involvement and creation of "visual text" as art making is a powerful form of communication. The end result of the students' efforts will be a tangible, authentic work of art that fosters a sense of achievement.

**Studio in Art 8 Course Requirements:** Students are expected to actively participate in all class activities including demonstrations, discussions, art making and class critiques. Students are also expected to complete all projects assigned in class, keep an Art Process Journal (sketchbook) and complete all journal entries and assignments.

**Studio in Art 8 Art Process Journal Assignments:** Students are required to complete all journal entries and assignments will be introduced, developed and completed during class time. Art Process Journal assignments will also include a variety of exercises such as drawing, designing, information gathering, art history critiques and the use of Inquiry Questions as a vehicle for research and reflection. Due to the personalized nature of these assignments, it is essential that Studio students work on their journal entries and assignments in class so that individual effort, participation and personal progress can be closely monitored for fair assessment. Refer to PowerSchools for a list of quarterly assignments and due dates.

**Studio in Art 8 Art Final Project:** (12% of final average; 1/9 of final average)

The Studio in Art 8 curriculum is project-based. In June, all students will participate in a self-directed, 7-day, final art project during class time. Guidelines will be reviewed and ample time to ‘study’ and practice final project ideas will be allotted during class time in preparation for final performance.

## **Exploratory 6**

Exploratory 6 is an innovative course that addresses students’ intellectual, social, emotional and physical well-being. The program is multimodal and designed to help students transition to the middle school experience of new opportunities, new challenges and self-discovery. It is a forty-week course that introduces students to the basic skills in home and careers as well as music. This course satisfies the three-quarter unit requirement for home and careers skills mandated by New York State. The program stresses the transfer of learning from academia to real world applications.

Exploratory 6 is designed to help prepare students to think constructively and creatively, make sound decisions, solve problems and manage resources. This curriculum enables students to understand and manage the complexities of our world and provides them with the skills and attitudes they need in order to take responsible action in the future. The methodology and pedagogy employed emphasize hands-on applications while infusing the rigor and relevance of the CCLS, as well as the global philosophy of the MYP.

## Home & Career Topics

- Food and Nutrition
- Entrepreneurship
- Clothing Construction and laundry
- Interior Design
- Child Development
- Personal Development – Self exploration
- Career Exploration

## Music Topics

- Music production
- Piano and guitar
- Music composition

## Exploratory 7

Exploratory 7 is a course concerned with solving problems in an effort to stimulate students' ingenuity and to encourage them to combine intellectual abilities with practical skills. Exploratory 7 is a forty-week course that meets both New York State and grants flexibility in a variety of subject areas. Opportunities within the program's structure integrate reading, math and science in problem solving situations. Students will also be afforded scenarios to present creative, innovative and non-traditional solutions to technical problems. Technology education is aimed at the future in which men and women will need to adapt rapidly to a changing technological society. This program is aligned with the Middle Years Programme framework and philosophy evidential through the following primary outcomes:

- Creating connections between technology and all subject areas
- Development of essential skills
- Technological literacy
- Career aptitude testing
- Development of critical thinking skills

Responsible self-teaching and self-learning

- Producing products for the purpose of better understanding tools, computer materials and processes

- The study of aerospace technology
- Exploring the evolution of human power vehicles
- Techniques in photo-technology

## **Computer Science and Robotics**

### **Course Description**

Computer Science and Robotics is a thirteen week, middle school-level course. The course exposes students to some of the major concepts that they will encounter in a high-school engineering course of study. Students have an opportunity to investigate engineering and experiment with C++ programming language. This course gives students the opportunity to develop skills and understanding of course concepts through activities, projects, and problem-based learning. Used in combination with a teaming approach, learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. This course strives to provide real world application of ideas learned elsewhere such as Math, Science, the Arts, and ELA.

## **Digital Fabrication and Manufacturing**

### **Course Description**

Digital Fabrication and Manufacturing is a thirteen week course which focuses on developing a product using the design process. Students will solve design problems through research, brainstorming, sketching, technical drawing, and model building. They will learn to use basic tools as well as computer controlled tools, basic geometric drawing skills, and general problem solving skills. It is an essential course for all students interested in engineering, architecture, mechanics and related fields. It provides opportunities for the student to design, develop pictorial drawing concepts, build models, and manufacture finished products. As is the case with all technology education courses at South Side Middle School, Digital Fabrication and Manufacturing provides real world application of ideas learned in other classes such as Math, Science, the Arts, and ELA.

## **Video Production and Communication**

### **Course Description**

This thirteen week visual communications course will provide an overview of videography, video editing, and digital photography. Concepts explored will focus on creativity, designing a message, critical thinking, problem solving, and aesthetic understanding. Using Final Cut Pro students will create a variety of digital media including but not limited to, public service announcements, mini documentaries, how to videos, etc. All completed projects will be turned into a DVD portfolio or video resume that students can take home. Skills developed during this course can lead students into exploring careers that they had not previously thought about.

### **English Language Arts 6, 7 & 8**

South Side Middle School Language Arts promotes excellence in both literacy and learning. ELA 6 classes meet every day with double periods of instruction every-other day. ELA 7 and ELA 8 classes meet every day.

Our mission is to establish an influential community of inspired young individuals who are well-rounded, competent, inquiring, and proactive with an exceedingly important end in mind: We are invested participants, even leaders, in an ever-evolving 21<sup>st</sup> global world.

Our routinely high standards and rigorous programs, driven by New York State Standards, set the tone for our community, where critical thinking, reading, writing, listening, and speaking are meaningfully exercised via dynamic instruction.

High quality, rich literature and non-fiction are elemental vehicles for initiating immersion into the skills and mindset necessary in becoming empathic and empowered individuals. College, career, and general world-readiness are always kept in mind. Independent reading is valued throughout. Student voice is encouraged. Empowerment is vital.

While the demands of standardized testing are generally employed to mark growth, in-school assessments are more common, will vary, and will manifest through expressive modes of communication, including but not limited to informative written responses, creative pieces, narratives, oral presentations, and digital presentations, just to name a few. Just as powerful as such tangible demonstrations of progress, the receptive modes of communication elicit in students a sense of reflection, acuity, and sensitivity in dealing with concepts, factual knowledge, and themes.

Authenticity and academic honesty are expectations throughout Language Arts Grades 6, 7, and 8. While students acquire language and learn from the classics, quality literature, and

other esteemed models of various genres, the rigor of curriculum is such that students are required to build stamina, perseverance, independence, and self-mastery.

The use of technology for the gain and transfer of productive information is enabled and encouraged as our students continue to navigate through a vast potential, inherently part of our global interchange.

**The following texts will be used for the school year:**

**Grade 6:**

- ***Wednesday Wars*** by Gary D. Schmidt- novel
- ***Fish in a Tree*** by Lynda Mullaly Hunt-novel
- ***The Giver*** by Lois Lowry -novel
- Assorted poems

**Grade 7:**

- ***The Hunger Games*** by Suzanne Collins –novel
- **“The Moustache”** by Robert Cormier-short story
- **“The Gift of the Magi”** by O’Henry –short story
- **“A Retrieved Reformation”** by O’Henry –short story
- **“The Lady or The Tiger?”** by Frank R. Stockton –short story
- **“The Veldt”** by Ray Bradbury –short story
- Assorted poems

**Grade 8:**

- ***A Raisin in the Sun*** by Lorraine Hansberry -drama
- ***Counting by 7’s*** by Holly Goldberg Sloan –novel
- ***The Book Thief*** by Markus Zusak
- **“Tell Tale Heart”** by Edgar Allan Poe –short story
- **“The Landlady”** and **“Lamb to the Slaughter”** by Roald Dahl –short stories
- Excerpts from ***Voices of the Holocaust*** (assorted genres)
- Assorted Poems

## **ELA Support (Grades 6,7,8)**

ELA Support is a class that provides remediation for students who struggle academically in ELA. Eligibility is determined by one or more of the following:

- Score in the lower third on the NWEA
- Teacher recommendaton
- Score of two or below on the State Assessment
- Test average grade of 85 or below in his/her ELA class

Student enrollment may change based on his/her progress at the end of each quarter. Students can withdraw from the Strategies class by maintaining a test average of 85 or better for two consecutive marking periods, in addition to teacher recommendation. Support classes meet every-other day. The strategies program develops and strengthens skills while reinforcing concepts presented in ELA class. Student placement is reviewed over a period of time by the teacher, counselor and school administrators. One goal is to encourage students to become independent learners.

This course does not receive a grade; a pass/fail report card comment will be provided as well as comments to reflect student's participation, effort and behavior.

## **Food Science and Nutrition 8**

Food Science and Nutrition is designed to reinforce and enhance the student's knowledge of scientific principles and processes through the study of foods and nutrition. This course meets every other day for the entire school year. An in-depth understanding of science as it applies to foods will assist students with interest in career and technical education, to understand the food industry as well as food preparation in their daily lives. Whenever possible, students should be involved in hands-on laboratory activities which verify the scientific concepts presented. The purpose of this content topic is to explore and understand factors connecting food science to all other relevant sciences while providing the historical and scientific developments of foods in a global society. This content topic will provide opportunities for students to apply communication, leadership, management, and thinking skills to the study of Food Science and Nutrition.

## **Health Education 7**

The aim of Health Education 7 is to provide accurate, age appropriate health content with extensive instruction, practice and application of the skills necessary to achieve optimal

health and wellness. The health program is designed with the Middle Years Programme framework in mind to help students develop into healthy individuals who contribute positively to self, family and community.

Health classes meet every-other day. A major goal of the program is to have students increase the use of good health practices in their daily living by offering instructional units that are sequential in nature and appropriate to the maturity level of the child. In addition, health educators strive to develop healthy and literate individuals who are critical thinkers and problem solvers, responsible and productive citizens, self-directed learners and effective communicators.

### **Mathematic 6, 7 and Algebra 8**

**Credit:** Algebra 8 = One unit of High School credit

The South Side Middle School Math Curricula for grades 6, 7 and 8 reflects the adoption of the New York State Standards for Math.

*It is based on New York State Standards for Mathematics and  
Designing High School Mathematics Courses*

#### **New York State Standards for Mathematical Practice**

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with Mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

#### **Goals of SSMS Math Department**

- Increase the level of Math knowledge in students.
- Create a community of open-minded thinkers.
- Foster the inquisitiveness of young mind.



- Help students to become better communicators in Math.
- Assist in the development of balanced individuals.
- Encourage the growth of independent learners.
- Promote risk-taking when approaching a problem.

## **Mathematics 6**

Follows the New York State Standards for 6<sup>th</sup> grade Math. Classes meet every day and for double periods every-other day (3 out of 6 days in a cycle). In addition to learning new topics, basic Math skills are constantly reinforced so students can succeed in higher level Math courses.

## **Mathematics 7**

Follows the Accelerated New York State Standards for 7<sup>th</sup> grade which includes all of the Math 7 as well as many of the Math 8 topics. Classes meet every day and focus on pre-algebra and algebra concepts in preparation for 8<sup>th</sup> grade.

## **Algebra 8**

Follows the Regents Algebra Curriculum and builds on the 8<sup>th</sup> grade Math topics. Classes meet every day. This is the first of 3 high school credit Math courses.

## **Strategies for Math (Grades 6, 7 & Algebra 8)**

Strategies for Math is a support class that provides remediation for students who struggle academically in Math. Eligibility is determined by one or more of the following:

- Score in the lower third on the NWEA
- Teacher recommendaton
- Score of two or below on the State Assessment
- Test average grade of 85 or below in his/her Math class

Student enrollment may change based on his/her progress at the end of each quarter. Students can withdraw from the Strategies class by maintaining a test average of 85 or better for two consecutive marking periods, in addition to teacher recommendation.

This course does not receive a grade; a pass/fail report card comment will be provided as well as comments to reflect student's participation, effort and behavior.

## **Music 6, 7 & 8**

**Credit:** Studio Music 8 = One unit of High School credit

The Music program at South Side Middle School is designed to give students the opportunity to *create, perform, and participate* in Music. They will come to *know and use musical materials and resources* such as their voice, instruments, notation, music sequencing and writing software. In developing their performance and cognitive skills, the music students will learn to *respond to, analyze, and understand music* in the context of its cultural dimensions (NYS Learning Standards). Music students' engagement in a *deep, sustained study of a limited number of works*, will refine their skills of observation and interpretation and hone their ability to *respond thoughtfully and critically* (Common Core Learning Standards).

In keeping with the New York State Standards and the Middle Years Programme philosophy, engagement in the art of Music fosters the skills of *inquiry, communication*, and demands that students become *reflective, risk takers*. They share their reflections and performances with the public at concerts throughout the year. Performance ensembles foster a sense of community where *principled members care* for the success of the group.

### **Studio Music 8**

Students in the Studio Music compose their own musical pieces while learning basic skills of playing the piano keyboard and guitar. In order to accomplish this, they learn or reinforce their knowledge of the basic elements of music (rhythm, melody, harmony, texture, form, and timbre) and musical notation, utilizing analogue and digital tools. In keeping with both New York State Standards and the Middle Years Programme, students think critically about and reflect on their creative process. They develop musical and aesthetic vocabulary and hone their language skills by writing about their work and their process.

### **Chorus 6, 7, & 8**

Basic principles of singing and musicianship (sight reading, rhythmic articulation, and harmony) are introduced and cultivated in all three levels of Chorus. Students inquire about, and become knowledgeable of vocal performance techniques such as breath control and good tone production. Students are asked to think about and become conversant with music from a variety of styles, cultures, and languages. They reflect upon their repertoire and write about it, then, share their reflections with the community at the concerts in the winter and spring.

7<sup>th</sup> & 8<sup>th</sup> Grade choral students are scheduled for small group instruction (lessons), which meet once per cycle. During these lessons, the teacher and student focus on technical and musical skill development that is more individualized and specific than is possible in the full ensemble class session. All middle school staff members are informed of the rotating lesson schedules.

## **The following instrumental classes are offered:**

6<sup>th</sup> Grade Band and Orchestra

7<sup>th</sup> Grade Band and Orchestra

8<sup>th</sup> Grade Band and Orchestra

7<sup>th</sup> & 8<sup>th</sup> Grade Wind Ensemble

In addition to learning the technical skills needed to perform in an instrumental ensemble (breath control, posture, hand position, fingering, etc.), students are asked to think about and become conversant with music from a variety of styles, and cultures. They reflect upon their repertoire and write about it, then, share their reflections with the community at the concerts in the winter and spring.

All instrumental (band, orchestra, wind ensemble) students are scheduled for small group instruction (lessons), which meet once per cycle. During these lessons, the teacher and student focus on technical and musical skill development that is more individualized and specific than is possible in the full ensemble class session. All middle school staff members are informed of the rotating lesson schedules.

Admission to the 7<sup>th</sup> and 8<sup>th</sup> Grade Wind Ensemble is by audition. Please see the band teachers or contact the Director of the Arts for information about the audition process.

## **Additional Performing Groups: Chorale and Jazz (Stage) Band**

Both Chorale and Stage Band meet outside the school day (currently on Thursday evenings), and are comprised of students who perform in the large during school ensembles (bands, orchestras and/or choruses). Occasionally, students who cannot be scheduled for ensemble during school are also admitted to these groups. Both Chorale and Stage Band seek students who are experienced at playing or singing and have the requisite skill level needed to perform in these ensembles that require making a commitment of time and effort beyond the regular school day. Placement in Chorale is by audition and in Stage Band is by assessment.

## **Physical Education 6, 7 & 8**

A fundamentally sound curriculum in physical education is based upon underlying physiological, psychological and sociological principles. The degree of learning is associated with the understanding of student entry skills and the establishment of a learning environment that enables students to realize objectives compatible with their potential and interests. Students are provided with basic knowledge, habits, attitudes and skills which will assist them in living a healthy life.

The *SPARK* Middle School curriculum emphasizes physical activity and fitness through the use of technology and a variety of innovative activities. The *SPARKS* MS program is designed to empower students to adopt life-long activity and wellness practices. Through *SPARKS* MS, students will continue to build upon the skills and knowledge started in the K-5 program. Students will enjoy a variety of activities in a supportive and safe environment, building a robust activity vocabulary, thus becoming more confident and competent movers.

### **Goals of the Physical Education 6, 7 & 8 program align with the Middle Years Programme**

- Develop sufficient coordination, agility, flexibility, strength and vitality in order to meet the requirements of day to day living
- Develop competency in activities which will provide individuals with the skills necessary for the worthy use of leisure time during school years and in adult life
- Develop an understanding of the concepts of physical fitness and exercise, skill performance, body mechanics, posture and nutrition
- Develop qualities of leadership, fellowship and sportsmanship

### **Units of Instruction**

- Team Sports – Football, Soccer, Basketball, Volleyball, Softball, Team Handball
- Physical Fitness
- Dance
- Weight Training
- Flying Disc
- World Games
- Cooperative Games
- Yoga

## **Sciences 6, 7 & Earth Science 8**

**Credit:** Earth Science 8 = One unit of High School credit

It is the goal of the Middle School's science program to build on students' elementary science experience by providing reinforcement for the positive science attitudes the student has already acquired. In addition, as an integral part of the IB: Middle Years Programme, the Science curriculum incorporates the following objectives:

1. **One World:** This objective refers to enabling students to gain a better understanding of the role of science in society. Students should be aware that science is a global endeavor and that its development and applications can have consequences on our lives.
2. **Knowledge and Understanding of Science:** This objective refers to enabling students to understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems and formulate scientifically supported arguments.
3. **Scientific Inquiry:** While the scientific method may take on a wide variety of approaches, it is the emphasis on experimental work that characterizes MYP scientific inquiry. This objective refers to enabling students to develop intellectual and practical skills to design and carry out scientific investigations independently and to evaluate the experimental design (method).
4. **Processing Data:** This objective refers to enabling students to collect, process and interpret sufficient qualitative and/or quantitative data to draw appropriate conclusions. Students are expected to develop analytical thinking skills to interpret data and judge the reliability of the data.
5. **Attitudes in Science:** This objective refers to encouraging students to develop safe, responsible and collaborative working practices in practical science.

### **Science 6**

**Textbook:** Prentice Hall - *Science Explorer*

In accordance with New York State guidelines, the Science department has adopted an integrated or spiral approach to instruction in the 6<sup>th</sup> and 7<sup>th</sup> grades. Utilizing this approach, students will be introduced to the Life and Physical Sciences. There will be an emphasis on building skills applicable to Regents Earth Science such as data analysis and graphing. Conducting and writing up lab reports will also be emphasized. Students will be using the Prentice Hall series of textbooks. Classes are every day.

## **Science 7**

**Textbook:** Prentice Hall - *Science Explorer*

The 7<sup>th</sup> grade continues the program of instruction in the Life and Physical Sciences begun in 6<sup>th</sup> grade. New topics will be introduced and built upon the knowledge previously acquired. An emphasis on Science skill building will continue with a special emphasis on interpreting graphs and charts. Classes are every day.

## **Earth Science 8**

**Textbook:** UPCO Physical Science Earth Science Review Book ( school store)

**Credit:** One unit of High School credit

The 8<sup>th</sup> grade science course, “Physical Setting / Earth Science”, is geared to the New York State Learning Standards for Mathematics, Science, and Technology. It is one of New York’s commencement level courses in Science and as such will culminate with a Regents examination in June. Classes are every day with double periods of instruction every-other day.

## **Earth Science 8 Support**

Support classes meet every-other day. The strategies program develops and strengthens skills while reinforcing concepts presented in Earth Science class. Student placement is reviewed over a period of time by the teacher, counselor and school administrators. One goal is to encourage students to become independent learners.

## **Social Studies 6, 7 & 8**

The Social Studies/Individuals in Society program is consistent with the goals of the New York State Social Studies Framework, Common Core Standards, and the concepts of the International Baccalaureate Middle Years Program (MYP). The goal of the Social Studies/Individuals in Society program is to develop inquiring, knowledgeable, critical thinking, and caring young people who help to create a better more peaceful world through active citizenship, intercultural understanding, and respect while implementing the common core standards and building on and reinforcing previous skills, content and conceptual understandings.

## **Textbooks**

All Social Studies textbooks are available to students in 2 different digital formats:

- E-book- this format does not require an internet connection, has been assigned to students, and is accessible through their IPADS McGraw-Hill app which has been pushed out to students IPADS.



- On line- This format requires an internet connection and is a highly interactive version of the textbook with interactive maps, timelines, games, audio, and videos. It also allows for teachers to handout out and collect assignments digitally. This format requires students to sign in at [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com) using a username and password that has been provided to them by their teacher.



## **Online Textbook Log In**

**Website:** [www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com)

### **Username:**

RVC + your 6 digit Log In number used to access Lap Tops and Desk Tops

Example: RVC123456

### **Password:**

Capitalized first letter of your first name +

Lower Case first letter of your last name +

Your 6 digit Log In used to access School Computers

Example: Name= Rick Ross

Rr123456

## **Enduring Issues**

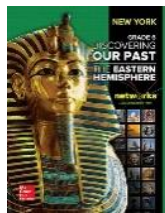
In accordance with the new Global History Regents students will be investigating and writing about history thematically through different concepts that the state refers to as enduring

issues. An **ENDURING ISSUE** is a *challenge* or *problem* that a society has faced and debated or discussed across time. An enduring issue is one that many societies have attempted to address with varying degrees of success. Some examples of enduring issues are ***Change, Conflict, Prosperity, Scarcity, Inequity, Power, Governance, Systems, and Environmental Impact.***

**Course:** Social Studies

**Grade:** 6

**Textbook:** *Discovering Our Past: The Eastern Hemisphere* (eBook and online)



**Description:**

Grade 6 Social Studies is based on the geography and history of the Eastern Hemisphere, including the development of cultures, civilizations, and empires; interactions between societies; and the comparison of trends in government and economics. It also incorporates some elements of other social sciences.

The course begins with an examination of the Eastern Hemisphere today, using geographic skills. This provides the foundation for making connections between the past and the present throughout the course. The remainder of the course is divided into seven Key Ideas that cover a time span from pre-history into the 1300s. Students are provided the opportunity to explore belief systems across time and to examine the foundations of democracy.

The following curriculum topics are studied:

**Unit 1**

Neolithic Revolution

Paleolithic Age



## Neolithic Revolution

### Unit 2

River Valley Civilizations

Mesopotamia Civilization

Egyptian Civilization

### Unit 3

Classical Civilizations

Greece

Athens vs. Sparta

### Unit 4

Comparative World Religions

Christianity

Islam

Hindu

Judaism

Buddhism

### Unit 5

The Mediterranean World

Fall of Roman Empire

Feudal Europe

Byzantine Empire

Muslim World

**Course:** Social Studies

**Grade:** 7

**Textbook:** Grade 7 – *Discovering Our Past: History of the United States and New York I*  
(eBook and online)



**Description:**

United States and New York State History is a chronologically and conceptually organized two-year course of study. It traces the human experience in the United States from Pre-Columbian times to the present, tying major political, economic and social trends in the United States History to parallel trends and time frame in New York State History. Global connections and interdependence are also explored to foster the development of global minded citizens.

## **Grade 7**

The following curriculum Units are studied:

### **Unit 1**

Geography and Native Americans

Age of Exploration

Original 13 Colonies and Colonial Developments

### **Unit 2**

Road to Independence

The American Revolution

### **Unit 3**

Creating a New Nation: The Constitution The First Three Presidents

### **Unit 4**

Industrialization and Reform Movement

Westward Expansion

### **Unit 5**

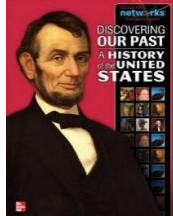
A Nation Divided

The Civil War

Reconstruction

## **Grade 8**

**Textbook:** Grade 7 – *Discovering Our Past: History of the United States and New York II*  
(eBook and online)



The following Curriculum Units are studied:

### **Unit 1**

#### **A Changing Society**

- Settlement of the West
- Industrialization
- Immigration and Urbanization
- Progressive Era

### **Unit 2**

#### **The United States as an Independent Nation in an Increasingly Interdependent World**

- Expansionism and Imperialism
- World War I

### **Unit 3**

#### **The United States between the Wars**

- Roaring 20's
- Great Depression

### **Unit 4**

#### **World War II and Foreign Policy**

- World War II
- Cold War
- Post-Cold War Foreign Policy

### **Unit 5**

#### **Domestic Challenges Post World War II**

- Civil Rights
- Vietnam Era Anti-War movement
- Evaluation of Presidents Domestic Policies 1945-present

### **Skills**

The following social studies practices are incorporated into the instruction of 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade social studies classes.

## **Gathering, Interpreting and Using Evidence**

### **Chronological Reasoning**

### **Comparison and Contextualization**

### **Geographic Reasoning**

### **Economics and Economic Systems**

### **Civic Participation**

## **Special Education**

South Side Middle School's Special Education Program is designed to address the educational needs of students who have been classified with an educational disability. An individualized and comprehensive assessment of each student's abilities is conducted by the Committee on Special Education prior to a recommendation for placement in the program. The Committee consists of parents, teachers, guidance counselor, school psychologist, and other service providers. A review of the Special Education Services is conducted at least once a year or whenever a program modification is indicated based on the student's performance.

The Middle School offers the following programs in Special Education.

**Resource Room:** The Resource Room at South Side Middle School is a program designed for students who require the additional support of special education services to be successful in mainstream classes. In addition to their general education classes, these students have a Resource Room period each day taught by a Special Education teacher. These classes, limited to no more than 5 students, supplement the curriculum. The goal of the Resource Room is to support and strengthen the students' work in the mainstream classes and to work on individual needs and IEP goals. Teachers will help students understand which approaches to learning work best for them. Special Education and general education teachers maintain ongoing communication concerning each student's progress to ensure the highest degree of success.

**Inclusion:** The Inclusion Program is for students with educational needs that require a more comprehensive level of support. Students receive instruction in the general education setting in classes which are co-taught by general education and special education teachers. The teachers work together to help students learn to their fullest by differentiating materials and assessments. Having this additional support in their academic classes provides students with instruction that directly addresses their academic needs. The Special Education teacher can provide additional instructional strategies which will help students reach their full academic potential. In addition, the student will be scheduled for an Academic Enrichment

class one period each day. During this class the Special Education teacher and Teaching Assistant will provide additional instruction and work on IEP goals.

### **Core Program**

The Middle School Core program provides a creative and diverse curriculum for students from grades 6-8, who have a moderate to severe neurodevelopmental disorder. The program is specifically designed to prepare students to participate effectively as an individual in the academic and community setting.

Instruction is individualized and highly structured to provide the most supportive learning environment possible. Class sizes are small, not exceeding 12 students. The students follow a typical middle school schedule filled with stimulating academics; Reading, Math, Social Studies, Science, ELA, Health and Physical Education.

Each student is taught by an interdisciplinary team comprised of the classroom teacher, certified teaching assistant, teacher aides, Occupational, Physical, and Speech Therapist, psychologist, social worker, and administrators.

The Core program's academics connect math and literacy skills with the students' real world experiences and what they know: themselves, their families, and their school. The students' academic day includes Social Studies; Science, Language Arts, Reading, and Math. The reading and math classes are formatted as small groups with additional teacher support in order to increase the frequency of instruction. This allows the teachers to focus on each of the student's essential learning goals.

The program emphasizes independence in daily living skills, developing an effective means of communication, increasing social interactions, functional academic skills, regulating behaviors, and improving and cultivating vocational skills.

Community-based instruction is an essential part of the curriculum. The goal of community-based instruction is to provide experiences for students to generalize the skills they have learned within the classroom to natural environments. This includes the application of recreational/leisure skills, in order to help our students formulate a positive self-image and develop self-preservation skills.

### **Core Specific Courses:**

#### **Health Plus 6, 7 & 8**

The focus of the Health Plus course is in the area of Health and Human Development. Students

actively participate in developing good health habits, improving their understanding of physical and social development and emotional wellbeing

### **Physical Education 6, 7 & 8**

The Core physical education class is co-taught by a physical education teacher and a certified adaptive physical education teacher within a mainstream class. The students are additionally supported by teaching aides.

### **Creative Living 6, 7 & 8**

Is designed specifically for the CORE class that focuses on life skills in a variety of self-exploratory exercises. This course is a hands-on course that uses real-life scenarios and functional academics to develop skills needed on a daily/frequent basis. Topics include nutrition, meal preparation, healthy choices, clothing maintenance, decision-making skills, problem-solving skills, emotional/social development and safety/sanitation. Reading, math and writing are interwoven throughout the course. Practical application of skills foster self-determination and self-management that help develop independent living skills.

## **Strategies for Life 6**

Middle school aged children are seeking their own identity and their place in the world. This is an optimal time to offer specific ways to positively interact with peers and adults, to develop the ability to create positive outcomes in their lives.

Gandhi said “We must be the change we wish to see in the world”. Character is a learned behavior or trait. The goal of Strategies for Life 6 is to develop literate children who accept people without prejudice and help create a better society. The Middle Years Programme philosophy and framework come to life in this course. Through examination of the world, students will also be able to interpret words and phrases as they use tiered and multi-cultural texts. It is the hope of the instructors of this course to guide students in developing intrinsic motivation of becoming a just and generous person.

### **Strategies for Life 6 focuses of four pillars**

- Responsibility
- Respect
- Perseverance
- Trustworthiness

This character education course seeks to create the opportunity for our students to develop the integrity and skills necessary to achieve their full human potential. Through an analysis of the structure of the texts used to examine character education, students

will be able to relate how terms, paragraphs and the larger reading as a whole, relates to others as well as their own daily lives. Furthermore, each student should be able to apply these skills to create a purposeful, productive, fulfilling life and add to a just, compassionate and nurturing world society.

## **Technology 8**

This is a hands-on course that meets every other day for the length of a school year and teaches students how to use Computer Aided Design Software (CADD). This course serves as a continuation and extension of the Exploratory design courses that students take in 7<sup>th</sup> grade. (Robotics, Video Production, Product Development). All engineering begins with design which requires a strong foundational background in CADD. Students will use Autodesk Inventor to create both 2-D and 3-D designs and illustrations. Students will produce their own drawings and designs as well as complete a series of assigned exercises to gain a fundamental understanding of the program. The skills learned in this course can be used in real-world applications and will place students interested in going into an engineering-based field of study later in life, far ahead of their competition.

## **World Languages 6, 7 & 8**

**Credit: Spanish 8 & French 8 = One unit of High School credit**

The general philosophy of South Side Middle School's World Language program is the systemic development of the four language skills: listening, speaking, reading and writing; with a primary emphasis on communication. All students are encouraged to become more self-directed learners and to cultivate positive attitudes with respect to self and others.

### **French 6 - Textbook and Materials**

- *Bonjour* workbook, SSMS, RVC
- iPad, ROBOTEL computer lab, Quia, Quizlet Account
- Teacher prepared materials and authentic materials

## **French 6 Description**

French 6 expands upon the introduction students received in the elementary FLES program (Foreign Language in the Elementary School). This course meets every-other day. Students will continue to work on the four language skills: listening, speaking, reading and writing; with an emphasis on developing a realistic and current awareness of foreign cultures from around the world. French will continue in grades 7 and 8 to complete Level 1. This will prepare students for the NYSAWLA Final Exam at the end of grade 8. Students will take a cumulative assessment at the conclusion of the 6<sup>th</sup> grade year.

## **French 6 Curriculum Topics**

- Greetings, expressions of courtesy, numbers up to 100, body parts, time, classroom objects, alphabet, days of the week, months of the year, weather and seasons
- Activities people like to do, expressing agreement and disagreement
- Personality traits, adjectives, definite and indefinite articles, correct word order
- Subject pronouns, present tense of “ER” verbs
- The verb “Être” & negation
- Francophone countries and cultures

## **French 7**

### **Textbook and Materials**

- *Bon Voyage IA*, Schmitt/Lutz (author), Glencoe/McGraw-Hill (publisher) copyright: 2005. Textbook, workbooks, CD-Rom program, tape program, videodisc program, transparencies, visuals, testing program
- Other videos to present additional cultural aspects of the people and countries studied
- Teacher-prepared materials and authentic materials

### **French 7 Description**

The prerequisite for taking French 7 is French 6. Introduction to French 7 is an everyday course. This course is a prerequisite for French 201, a high school credit-bearing course, which is taught in the 8<sup>th</sup> grade. Instructional goals include the continuation in the development of the communication skills of listening, speaking, reading, and writing studied in grade 6. The course strives to engender in students a sense of appreciation for an understanding of the French people and their culture.

### ***French 7 students will be able to...***

- Listen and understand French in a conversational situation within the child's experience.
- Express himself in French using the correct sound system in a conversational situation within his experience.



- Read aloud and silently.
- Copy material audio-linguistically and to write simple written exercises based on learned structures.
- Develop an understanding and insight to the behavior of other cultures.
- Develop a favorable attitude toward Foreign Language Study.
- Students will take a cumulative assessment at the conclusion of the school year.

### **French 7 Curriculum Topics**

- Greetings, formal and informal expressions
- Describing people and things
- Location
- Numbers 0 -1000 and related activities
- School courses and related activities
- Family and ownership
- House, Home and related activities
- Food and related activities
- Travel and related activities
- Time and related activities
- Structure -present of irregular verbs "*être*", "*aller*", "*faire*", "*pouvoir*", "*partir*", "*sortir*", "*dormir*" and "*avoir*", present of regular verbs "*er*" and "*ir*" subject pronouns, contractions, possessive adjectives, near future

## **French 8**

### **French 8=French 201**

#### **French 8 Textbook and Materials**

- *Bon Voyage 1B*, Glencoe/McGraw-Hill
- *Allons -y!* -monthly magazine, Scholastic, Inc.
- Records, tapes, videos and other media to present the cultural aspects of countries and people studied
- Teacher-prepared materials and authentic materials

## **French 8 Description**

The prerequisite for French 8 is French 7 and is a course that is offered every day and fulfills the Level 1 high school requirement. French 8 aims to develop proficiencies in the communication skills of listening, speaking, reading, writing and culture.

### ***French 8 students will be able to...***

- Comprehend simple statements and questions and the main idea of longer but simple messages and conversations
- Initiate and respond to simple statements and manage simple face-to-face conversation within the vocabulary, structure and phonology appropriate to the communicative situations of level 1
- Understand simple connected material for informative or social purposes
- Express basic personal needs and compose short messages and paragraphs on familiar topics, based on personal experience, and express present, past and future ideas using content words and time expressions
- Develop an understanding and appreciation of different cultures
- Take the FLACS Final Exam (Foreign Language Association for Chairpersons and Supervisors) at the conclusion of the school year

## **French 8 Curriculum Topics**

- Review topics and structures learned in French7
- Travel and related activities
- The weather and related sports and activities
- Clothing and related topics (colors)
- Daily routine activities
- Physical descriptions and health issues
- Food items and related activities
- Teen activities -likes and dislikes
- Structure -reflexive verbs, past tense of regular and irregular verbs, commands, object pronouns, selected irregular verbs in present tense, interrogative words, negative words
- Preparation for the NYSAWLA Final Exam

***\*Students take the NYSAWLA (The New York State Association of World Language Administrators) Final Exam at the conclusion of the school year.***

## Spanish 6

### Textbook and Materials

- *Realidades*, Pearson, 2011
- Electronic version of *Realidades*
- Writing Activities Workbook, Student Tape program, Testing Program. Video disc Program, Communication Activities Program
- Teacher prepared materials and authentic materials
- Field Trips

### Spanish 6 Description

Spanish 6 expands on the introduction students received in the elementary FLES program (Foreign Language in the Elementary School). This course meets every-other day. Students will continue to work on the four language skills: listening, speaking, reading and writing; with an emphasis on developing a realistic and current awareness of foreign cultures from around the world. Spanish will continue in grades 7 and 8 to complete Level 1. This will prepare students for the F.L.A.C.S. Final Exam at the end of grade 8. Students will take a cumulative assessment at the conclusion of the school year.

### Spanish 6 Curriculum Topics

- Greetings, expressions of courtesy, numbers up to 100, body parts, time, classroom objects, alphabet, weather and seasons
- Activities people like to do, expressing agreement and disagreement
- Personality traits, adjectives, definite and indefinite articles, correct word order
- Subject pronouns, present tense of “AR” verbs
- The classroom, expression of location and the verb “Estar”
  
- Describing a classroom
- Indicating where things are located
- Talking about more than one person
- Understanding cultural perspectives in school

## Spanish 7 - Textbook and Materials

- *Realidades 1*, Pearson, 2011
- Electronic version of *Realidades*
- *Ahora, El Sol, Que tal* monthly magazine, Scholastic, Inc.
- iPad, ROBOTEK computer lab, Quia, Study Stack, Quizlet Account
- Videos and other media to present the cultural aspects of countries and people studied
- Teacher-prepared materials and authentic materials

## Spanish 7 Course Description

The prerequisite for Spanish 7 is Spanish 6. Spanish 7 meets every day and is a prerequisite for Spanish 201, a high school credit-bearing course. The Spanish 7 program aims to continue developing the communication skills of listening, speaking, reading and writing studied in Spanish 6. This course recognizes the importance of Spanish as a language of people throughout the world and as the second language of people in many areas of the United States. This course strives to engender in students a sense of importance, as well as an appreciation for, and understanding of, the Hispanic peoples and their cultures.

## Spanish 7 Curriculum Topics

- Review of Spanish 6 topics
  - Preferences concerning food and beverages
  - Food groups and healthy habits
  - Leisure activities and locations
  - Sports, pastimes, emotions and states of being
  - Discussion of family immigration
  - Families and celebrations
  - Table settings and discussions of meal customs in Spanish speaking countries
  - Structure: pronouns, nouns and adjectives, possessive adjectives, definite and indefinite articles, the present tense of regular and irregular verbs, stem-changing verbs and contradictions
- \* Students will take a cumulative assessment at the conclusion of the school year**

## Spanish 8 - Spanish 201

### Textbooks and Materials

- *Realidades 1*, Pearson, 2011
- Electronic version of *Realidades*
- *Ahora, El Sol, Que tal* monthly magazine, Scholastic, Inc.
- iPad, ROBOTEL computer lab, Quia, Study Stack, Quizlet Account
- Videos and other media to present the cultural aspects of countries and people studied
- Teacher-prepared materials and authentic materials

### Spanish 8 Description

The prerequisite for Spanish 8 (201) is Spanish 7 and is a course that meets every day and fulfills the high school Level 1 requirement. The program aims to develop proficiencies in the communication skills.

### ***Spanish 8 students will be able to...***

- Comprehend simple statements, questions and the main idea of longer, by simple, messages and conversations
- Initiate and respond to simple statements and manage simple fact-to-face conversation within the vocabulary, structure and phonology appropriate to the communicative situations of Level 1
- Understand simple, connected material for informative or social purposes
- Express basic personal needs and compose short messages and paragraphs on familiar topics based on personal experience
- Express present, past and future ideas using content words and time expressions
- Develop an understanding and appreciation of different cultures
- ***\*Take the NYSAWLA (The New York State Association of World Language Administrators) Final Exam at the conclusion of the school year.***

## **Spanish 8 Curriculum Topics**

- Review of Spanish 7 material
- Health and medical issues using “Ser” and “Estar”
- Rooms in a house and household chores
- Clothes, shopping, and prices
- Buying and giving gifts
- Places to visit while on vacation
- Talk about events in the past
- Volunteer work and ways to protect the environment
- Describe movies and television programs
- Express opinions about media entertainment
- Understanding culture perspectives of different topics.
- Preparation for the NYSAWLA Final Exam