

# Paul J. Gelinas J. H. S.



## Program of Study 2022 - 2023

**Paul J. Gelinas Junior High School**  
25 Mud Road  
Setauket, New York 11733  
Telephone (631) 730-4700

Corinne Keane – Principal  
Michael Jantzen– Assistant Principal  
Mr. Muscarella – Dean of Students

### **Chairpersons/Directors**

English	Michelle Hanczor
Social Studies	Paul Gold, Ed.D. - Director
Social Studies	Tracy Beauchamp Chairperson
Health/Physical Education	Christina Driscoll
World Languages	Kerri Golini
Science	Peter Schuchman
Mathematics	Jacqueline Cordina
Special Education	Jim Geis
Music	Anthony Pollera
Family and Consumer Science	Nancy Jenkins - Lead Teacher
Arts	Jen Trettner
Technology	Dean Kostis - Lead

### **Pupil Personnel Services**

Lead Counselor	Anthony Dattero
Guidance Counselor	Lori Eisenhardt
Guidance Counselor	Nicole Indelicato
Guidance Counselor	Erin Anziano
Psychologist	Dan Volk
Social Worker	Pam Roberts
SAS Counselor (Student Assistance Services)	Alison Herrschaft

### **Health Services**

Nurse	Anne Marie Long
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Kevin Scanlon.....	Assistant Superintendent, Educational Services

## GRADING AND WEIGHTING OF COURSES

At the junior high schools we calculate averages using an unweighted numeric grading system for all courses. At the senior high school, a weighted numeric system is employed in the determination of the grade point average (G.P.A.).

Courses completed in ninth grade represent approximately 1/4 of the transcript of cumulative senior high school course work and grades. During the students' final high school year, transcripts are sent upon request to two and/or four year colleges, universities, specialized post-secondary schools, scholarship programs, the military, and/or prospective employers.

**Note:** The junior high school courses listed below are designated at the honors, honors theory or advanced placement levels, and a weighted calculation will be added to them for the purpose of computing a high school G.P.A. and an internal class rank once the student is enrolled at Ward Melville High School. Class rank is not posted to the official high school transcript, and is only released upon request, or upon requirement from the receiving organization or school.

English 9 Honors  
Advanced World History Honors 9  
Geometry Honors Theory  
Geometry Honors  
Algebra I Honors Theory (only if taken in grade 8 or 9)  
Algebra I Honors  
Algebra II/Trigonometry Honors Theory  
Algebra II/Trigonometry Honors  
Living Environment/Biology 9 Honors  
Physical Setting/Earth Science 8 Honors  
Local History and Government Honors  
The History of the Future Honors  
Introduction to Public Speaking Honors

Academic success in junior and senior high school is enhanced by early and careful planning, good study habits and organization, hard work and commitment to learning. Invest in yourself and in your future by building an academic record of which you can be proud.

Should you have any questions regarding grading, weighting of courses, or grade point average, please contact your child's junior high school guidance counselor.

## GRADUATION REQUIREMENTS FOR THE CLASSES OF 2020 AND THEREAFTER

The Board of Education will determine the graduation requirements for the district in accordance with the specific regulations of the New York State Commissioner of Education.

### **Awarding of diplomas and participation in the graduation ceremony**

In order to participate in the graduation ceremony, the building principal must certify that the student has met the requirements for the Local, Regents or Regents with Advanced Designation diplomas. These requirements include 22 units of school credit and the passing of specified NYS Regents examinations as indicated under “Graduation Requirements” (see page 6). **Please also note:** Beginning in the 2011-2012 school year, the State Education Department has eliminated all World Languages Regents examinations. Students can meet the assessment requirement in those languages for which no Regents examination is available by passing a locally developed exam aligned to the Checkpoint B Learning Standards for Languages other than English (World Languages). This exam, which replaces the prior New York Regents examination(s), is now referred to as the **Comprehensive Exam for Regents Credit (CERC)**.

General education students must pass (as a minimum) five required New York State Regents exams at a score of 65 or above as indicated on page 6 (Graduation Requirements).

Students who meet all course and credit requirements for graduation including a score of 65 or above on all five required Regents exams will receive a **Regents diploma**. Students who meet course and credit mandates and score 65 or above on eight required Regents exams and the “Comprehensive Exam for regents Credit” (CERC) in World Languages, will receive a **Regents Diploma with Advanced Designation**.

### **Safety net for students with disabilities**

The low pass “safety net” option of scoring between 55 and 64 on the required five New York State Regents examinations in order to earn a “local” high school diploma will continue to be available for students with disabilities.

## GRADUATION CREDIT REQUIREMENTS FOR THE CLASS OF 2021, 2022, 2023

In order to earn a diploma, every student must earn a minimum of 22 credits in addition to meeting specific New York State testing competencies. Only those students who successfully fulfill the diploma requirements are permitted to participate in graduation exercises.

LOCAL DIPLOMA Special Education & Certain ENL Students ONLY		REGENTS DIPLOMA		REGENTS DIPLOMA WITH ADVANCED DESIGNATION	
<i>Required Courses &amp; Credits</i>		<i>Required Courses &amp; Credits</i>		<i>Required Courses &amp; Credits</i>	
English	4	English	4	English	4
Global Studies	2	Global Studies	2	Global Studies	2
U.S. History	1	U.S. History	1	U.S. History	1
Economics	.5	Economics	.5	Economics	.5
Government	.5	Government	.5	Government	.5
Math	3	Math	3	Math	3
Science (1 Life Science, 1 Physical Science + 1 life or Physical)	3	Science (1 Life Science, 1 Physical Science + 1 Life or Physical)	3	Science (1 Life Science, 1 Physical Science + 1 Life or Physical)	3
Language other than English (World Language)**	1	Language other than English (World Language)**	1	Language other than English (World Language)***	3
Art / Music	1	Art / Music	1	Art / Music	1
Health	.5	Health	.5	Health	.5
Physical Education****	2	Physical Education****	2	Physical Education****	2
Sequence/Electives	3.5	Electives	3.5	Electives	1.5
<b>TOTAL CREDITS</b>	<b>22</b>	<b>TOTAL CREDITS</b>	<b>22</b>	<b>TOTAL CREDITS</b>	<b>22</b>

REGENTS EXAMS Passing Score of 55 to 64 Special Education & ENL Students ONLY	REQUIRED REGENTS EXAMS FOR A REGENTS DIPLOMA Passing Score of 65 and above	REQUIRED REGENTS EXAMS FOR AN ADVANCED REGENTS DIPLOMA Passing Score of 65 and above
English Language Arts Exam	English Language Arts Exam	English Language Arts Exam
One (1) Math Exam: Algebra <b>or</b> Geometry, <b>or</b> Algebra II	One (1) Math Exam: Algebra <b>or</b> Geometry, <b>or</b> Algebra II	Three (3) Math Exams: Algebra, Geometry, and Algebra II
Global History <b>or</b> U.S. History Regents Exam	Global History <b>or</b> U.S. History Regents Exam	Global History <b>and</b> U.S. History Regents Exam (or 1 of them if using Pathway)
One (1) Regents Science Exam: Earth Science <b>or</b> Living Environment (Biology) <b>or</b> Chemistry <b>or</b> Physics	One (1) Regents Science Exam: Earth Science <b>or</b> Living Environment (Biology) <b>or</b> Chemistry <b>or</b> Physics	Two (2) Science Exams: 1. Living Environment; 2. Earth Science <b>or</b> Chemistry <b>or</b> Physics
Any Additional Regents Exam	Any Additional Regents Exam	Comprehensive Exam for Regents Credit (CERC)

\*Please contact the Guidance Office with any questions.

## **ENGLISH LANGUAGE ARTS**

The English program offers all students a rich and varied experience in the area of English language arts. Based on the New York State Standards, all classes offer instruction in key points in English Language Arts including reading, writing, speaking and listening, language and media and technology.

### **7102 English 7**

The English 7 course follows a language arts based curriculum which provides a strong foundation in the New York State Standards. Literature is studied through readings in various genres, such as the novel, the short story, poetry, drama, and non-fiction. The writing program is based on a process approach. Other language skills, including vocabulary development, spelling, grammar, punctuation, and usage are taught in context. Basic research skills are integrated into the curriculum and opportunities for interdisciplinary experiences are also pursued.

### **7103 English 7 Honors**

The English 7 Honors is a rigorous course designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, writing, and listening skills. In addition to grade level expectations, students will engage in challenging reading assignments and articulate their views in well-developed essays, research assignments, and oral presentations.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.

### **8102 English 8**

English 8 continues the language arts based curriculum introduced in English 7 providing continued emphasis on the New York State Standards. The writing program continues with the process approach and provides opportunities for students to write in the forms and modes required by each of the Standards. The study of literature is genre based and thematic connections are emphasized. Other language skills, including vocabulary development, spelling, grammar, punctuation, and usage, are taught in context. Research skills are integrated into the curriculum and opportunities for interdisciplinary experiences are also pursued.

### **8103 English 8 Honors**

#### **Prerequisites:**

1. 90 average in English 7H or a 94 average in English 7R and teacher recommendation.
2. Superior performance as indicated by the AIMSweb Plus Universal Screening tool and approval by the Chairperson.

The English 8 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. In addition to grade level expectations, students will be expected to engage in challenging reading assignments and articulate their views in well-developed essays, research assignments, and oral presentations.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.

### **0102 English 9 (1 High School Credit)**

Students enrolling in *English 9* will explore connections to the world through a series of readings, writings and public speaking opportunities. Literature selections will be drawn from various genres, such as the novel, short story, drama, poetry, and non-fiction while being supplemented with several works geared toward creating a strong, interactive classroom community. Writing assignments will include poetry, non-fiction, argument, research, speech, text analysis, and comprehensive revision for different purposes and audiences. Grammar and usage will be reinforced through both individual writing assignments and large-group instruction. Public speaking opportunities may present themselves during the year through seminars, formal persuasive speeches, poetry readings, formal debate or mock-trial competition.

### **0103 English 9 Honors (1 High School Credit)**

#### **Prerequisites:**

1. 90 average in English 8H or a 94 average in English 8R and teacher recommendation.
2. Superior performance as indicated by the Aimsweb Plus Universal Screening tool and approval by the Chairperson.

The English 9 Honors course is designed for those students who have demonstrated exceptional ability in reading, vocabulary, grammar, research, writing, and listening skills. In addition to grade level expectations, students will be expected to engage in challenging reading assignments and articulate their views in well-developed essays, research assignments, and oral presentations.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.

## **9<sup>th</sup> GRADE ENGLISH ELECTIVE COURSE**

### **0130 (Regents) 0140 (Honors) Introduction to Public Speaking (20 Weeks ½ High School Credit)**

**Prerequisite:** *None*

This half year elective course is for students who wish to develop and improve their speaking and listening skills. The course introduces students to the tools of effective speech making, including vocal skills, body language, and conquering “stage fright.” Among the types of speeches that students may write and deliver are demonstration speeches, famous speeches, and persuasive speeches and debates. They may also present scenes from published plays. Students may also present oral interpretations of poems and other literature. The final exam consists of delivering a speech.

## **LITERACY PROGRAM**

**7231 Literacy I**

**8231 Literacy II**

**9231 Literacy III**

This program serves as a support service for students needing extra assistance in the development of language arts skills. Students are placed in the Literacy class if they have demonstrated a lack of competency in this area. This is determined by performance on the AIMSweb Plus Universal Screening tool, quarterly grades in the core academic courses, and other performance indicators.

The support is provided in small group settings three times per six day cycle. The course objective is to improve the students’ basic reading and/or writing skills.





## SOCIAL STUDIES

The social studies program is based on the New York State Standards, which require students to use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in five areas: United States and New York history, world history, geography, economics, and civics / citizenship / government.

### **7202 United States and New York State History 7**

The seventh grade course begins a two-year study of the history of our state and nation. Using a chronological format, students will study six major topics, as follows:

1. The global heritage of the American people prior to 1500. Included in this unit will be the study of people, how geography influences culture, Iroquoian and Algonquian civilizations, and European conceptions of the world in 1500.
2. A study of European exploration and colonization of the Americas, including the influence of geographic factors and the development of colonial culture.
3. The creation of the American nation as a result of the American Revolution and the changes it sparked.
4. Experiments in government: Articles of Confederation, New York State Constitution of 1777 and the United States Constitution.
5. A study of the political, economic and social life of the American nation from the adoption of the United States Constitution until the 1860's.
6. Division and reunion of the United States. The causes and results of the Civil War.



Content, concepts and skills form the basis of the curriculum, as students learn how to gather, organize, use and present information as well as problem solve. The principal methods of assessment will be through the use of multiple choice, constructed response document based questions and thematic essays.

### **7203 United States and New York State History 7 Honors**

Following the United States and New York History 7 curriculum noted above, this honors level course is designed to prepare students for scholarship and research in history. Required readings, research assignments, oral reports, and creative projects are used to enrich the program.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

### **8202 United States and New York State History 8**

This course is the second part of a two-year sequence, which begins in grade 7. The curriculum for United States and New York State History 8 is divided into six basic units of study, as follows:

1. The development of an industrial American society, including the impact of immigration and the Progressive Movement.
2. The United States as an independent nation in an inter-dependent world, including Imperialism and Nationalism.
3. The United States between the World Wars.
4. World War Two and the broadening of post-war responsibilities.
5. The changing nature of the American people from the end of World War II to the present.
6. Citizenship and responsibility – both locally and nationally.

### **8203 United States and New York State History 8 Honors**

**Prerequisites:** 85 average in History 7H or a 90 average in History 7R and teacher recommendation

Following the United States and New York History 8 curriculum noted above, this honors level course is designed to prepare students for scholarship and research in history. Required readings, research assignments, oral reports, and creative projects are used to enrich the program.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

### **0202 Global History and Geography 9 (1 High School Credit)**

Global History and Geography begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact and continues to a period of Global Interactions from approximately 1400 to 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems.

### **0204 Advanced World History Honors 9 (1 High School Credit)**

**Prerequisites:** 90 average in History 8H or a 95 average in History 8R and teacher recommendation

The Advanced World History Honors course will be offered as a two-year sequential course beginning in the ninth grade year and concluding with the Advanced Placement Examination in May of the tenth grade year. Advanced World History is an introductory college-level survey course, which follows a national curriculum created by the College Board. It is a rigorous and challenging course with a strong emphasis on the development of reading, writing and critical thinking skills. For the purposes of student comprehension and growth, a consistent cutoff point for the ninth-grade curriculum has been established at the year 1750 for both Advanced World History Honors and Global History and Geography I Regents. In addition to the Advanced Placement exam, students will be required to take the NYS Global History and Geography Regents in June at the end of the tenth grade.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 85 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

## **SOCIAL STUDIES ELECTIVE COURSES**

### **0260 (Regents) 0262 (Honors) The News You Can Use (20 Weeks ½ High School Credit)**

Using current events that focus on local, national and world issues that affect their everyday lives, students will be given the opportunity to become more informed and engaged citizens.

This course will use newspapers, online media, cartoons, and newscasts to support class discussion.

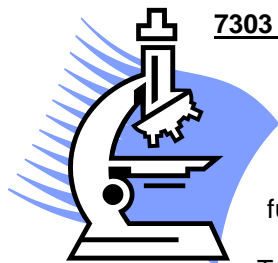
Additionally, students will participate in group projects, research papers and presentations and will work with primary source materials and opinion pieces in order to better understand the world around them. This is a Grade 9 semester elective. *This course cannot be used to meet the Participation in Government Requirement for graduation.*

# SCIENCE

## 7302 Science 7

The goal of the intermediate program is to introduce students to a variety of science topics in Living, Physical & Earth Science, while helping students learn the skills used in science to solve real-world problems. Students will use scientific inquiry to develop explanations of natural phenomena. During the year, students will learn the intellectual skills and attitudes needed to successfully explore a variety of science related areas in future science courses.

Topics of study include: Life Science (Organisms and Ecosystems); Physical Science (Chemical Reactions and Forces & Interaction); and Earth Science (Space Systems and Weather & Climate). The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work, exploring the different science and engineering practices.



## 7303 Science 7 Honors

This honors level course goes beyond the scope of Science 7 through an enriched curriculum and honors projects. Students will use scientific inquiry to develop explanations of natural phenomena. During the year, students will learn the intellectual skills and attitudes needed to successfully explore a variety of science related areas in future science courses.

Topics of study in the honors course include the Living, Physical & Earth Science units described in Science 7 as well as enrichment in these topics. Activities and pacing of the course are intended to challenge and motivate advanced students whose talents and interests lie within the realm of the sciences. The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work, exploring the different science and engineering practices.

### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

## 8302 Science 8

This course is the final component in the 5<sup>th</sup> through 8<sup>th</sup> grade Intermediate Level Science Curriculum. Building upon the knowledge and skills developed in 5<sup>th</sup> - 7<sup>th</sup> grade, students will explore several physical and earth science topics, including motion and forces, magnetism, forms of energy (thermal, light, sound, electricity) astronomy, weather & climate, rock cycle, and dynamic processes such as earthquake, volcanoes, weathering, and erosion.

Students will continue to use scientific inquiry to develop explanations of natural phenomena. The focus of the program will be hands-on experiences that help students understand important relationships, scientific processes, mechanisms, and applications of concepts. Skills of analysis, inquiry, and design will be developed through active laboratory work. By utilizing a diverse array of student-centered instructional approaches, students will achieve the learning objectives described in the standards.

Activities and the pacing of the **Science 8** course are intended to challenge and motivate all students to their potential, and in the process prepare them for the Intermediate Science Grade 8 Assessment. This assessment consists of a lab skills performance component and a written component. The goal of this assessment is evaluate student progress and serves as an indicator of future success in high school Regents programs.

### **0304 Physical Setting/Earth Science 8 Honors (1 High School Credit)**

#### **Prerequisites:**

1. 90 average in Science 7H or a 95 average in Science 7R and teacher recommendation
2. 85 average in Math 7H or a 90 average in Math 7R
3. Teacher recommendation

This enriched commencement level (high school) course explores the earth science content and process skills in the New York State Learning Standards for Mathematics, Science, and Technology. Topics include rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, Earth motions, the Solar System, deep space astronomy, weather systems, weather prediction, seasons and climate. Mathematical analysis, scientific inquiry, and engineering design will be integrated throughout the content areas to emphasize the relationship to real-world situations. Major emphasis is placed on problem solving and inquiry skills that help develop an understanding of important relationships, processes, and applications of concepts. A variety of instructional and assessment strategies will be used throughout the course and science projects / competitions will be encouraged. This honors level course will require students to pursue concepts found in the Physical Setting/Earth Science curriculum at greater depth than the Regents level 9<sup>th</sup> grade course.

Students will take the Regents examination in ***Physical Setting/Earth Science*** as their final assessment. Please note that a prerequisite for admission to the Regents examination in Physical Setting/Earth Science is successful completion of 1200 minutes of laboratory experience with satisfactory written reports.

#### **Maintenance Criteria:**

Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

### **0303 Physical Setting/Earth Science 9 (1 High School Credit)**



This commencement level (high school) course explores the earth science content and process skills of the New York State Learning Standards for Mathematics, Science, and Technology. Topics of study include rocks and minerals, earthquakes and volcanoes, plate tectonics, weathering and erosion, geology history, earth motions, the Solar System, deep space astronomy, weather systems, weather prediction, seasons and climate. Mathematical analysis, scientific inquiry, and engineering design will be integrated throughout the content areas to emphasize the relationship to real-world situations. Major emphasis is placed on problem solving and inquiry skills that help develop an understanding of important relationships, processes, and applications of concepts. A variety of instructional and assessment strategies will be used throughout the course and science projects and competitions will be encouraged.

Students will take the Regents examination in ***Physical Setting/Earth Science*** as their final assessment. A prerequisite for admission to the Regents examination in Physical Setting/Earth Science is successful completion of 1200 minutes of laboratory experience with satisfactory written reports.

### **0308 Living Environment/Biology Regents - (1 Credit)**

#### **Prerequisites: None**

Instruction will focus on important relationships, processes, mechanisms and application of concepts in biology. The core curriculum analyzes major concepts involving the unity and diversity in life, transmission of traits from generation to generation, evolutionary theory, reproduction and development, the dynamic equilibrium that sustains life, ecology and the impact human decisions and activities have on the physical and living environment. This course meets for one period daily and two periods every other day and culminates with the State Regents exam.

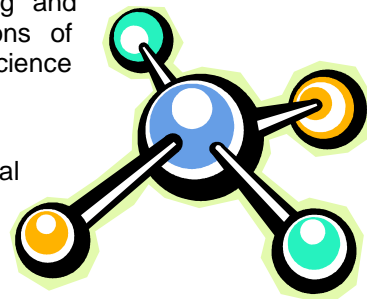
Students will take the Regents examination in ***Living Environment/Biology*** as their final assessment. A prerequisite for admission to the Regents examination in Living Environment/Biology is the successful completion of 1200 minutes of laboratory experience with satisfactory written reports.

### **0305 Living Environment/Biology 9 Honors (1 High School Credit)**

**Prerequisites:** Successful completion of the Physical Setting/Earth Science 8 Honors Course

This enriched commencement-level course explores the biology content and process skills of the New York State Learning Standards for Mathematics, Science and Technology. The course includes topics in unity and diversity of living things, transmission of traits from generation to generation, evolutionary theory, reproduction and development, homeostasis, and ecology. Special emphasis is placed on new areas of scientific interest including molecular biology and human ecology. Mathematical analysis, scientific inquiry, and engineering design will be integrated to develop solutions to scientific problems. Focus will also be on application skills related to real-world situations. Instruction will emphasize student understanding and demonstration of important relationships, processes, mechanisms, and applications of concepts. A variety of assessment strategies will be used throughout the course and science projects and competitions will be encouraged.

Students will take the Regents examination in ***Living Environment/Biology*** as their final assessment. A prerequisite for admission to the Regents examination in Living Environment/Biology is the successful completion of 1200 minutes of laboratory experience with satisfactory written reports.



**Maintenance Criteria:** Students must achieve a grade point average of 90 or above by the 15th week and maintain this average for the duration of the school year.

In order to qualify for **Chemistry 10 Honors** at Ward Melville High School, students need to meet the following criteria:

1. 90 average in Living Environment/Biology 9H
2. 85 or better grade on Earth Science Regents Examination
3. 85 or better grade on Integrated Algebra Regents Examination
4. Teacher recommendation

## SCIENCE ELECTIVE COURSES

### **0316 Intro to Science Research I**

This course is an exploratory course designed to nurture students who are intellectually curious about scientific processes and observable phenomena. Students will be introduced to the skills essential to science including experimental design, effective use of technology, meeting of deadlines, ethics, data analysis, and communication skills. Students will be encouraged to explore topics and ideas that interest them and focus on taking one long-term project from inception to presentation. The course will also provide opportunities for students to learn about the local, regional, and national science competitions (including Science Olympiad and Science Bowl). Students will be evaluated on both the process and results of their efforts on projects and research.

*Science Research I* is a full-year elective course that meets on alternate days. It is designed for 7<sup>th</sup> grade and 8<sup>th</sup> grade students.

### **0310 Science Research II (½ High School Credit)**

Science Research II is designed for motivated students who have had experience in science research and desire to pursue it further in this STREAM (Science, Technology, Research, Engineering, Art, Math) based course. Various scientific themes will be explored in this course such as: the Environment of Long Island (water, soil, air, eDNA testing); exploring current science issues; testing of various consumer products; construction and analysis of equipment for experiments; in addition to many others. Students will be encouraged to explore topics and ideas that interest them and will focus on taking one long-term project from inception to presentation. The course will also provide opportunities for students to engage in local, regional, and national science competitions (including Science Olympiad and Science Bowl). Students will be evaluated on both the process and results of their efforts.

*Science Research II* is a full-year elective course that meets on alternate days. It is designed for 9<sup>th</sup> grade students that have taken Science Research I in either 7<sup>th</sup> or 8<sup>th</sup> grade.

### **0370 Farm to School**

This course is designed to introduce students to basic concepts related to maintaining and growing a garden for food production. Through participation in garden based activities, students will learn about the agricultural science concepts, as well as the care and management of a garden. Students will explore food production, gaining an understanding as to the source of the products we consume. Students will apply the principles of sustainable organic farming practices while taking advantage of our greenhouse and available resources off-campus. Connections will be made with local farmers and industries that supply food to our community.

*Farm to School* is a full year elective course that meets on alternate days. It is designed for 8<sup>th</sup> grade students.

### **0374 Natural Disasters**

Students will be introduced to the destructive forces of nature and the impact they have on humans. The focus of this course will be to introduce students to the various geological, meteorological, and astronomical disasters that mankind faces today. Topics will include, but are not limited to: earthquakes, volcanic eruptions, flooding, avalanches, tornadoes, hurricanes, severe thunderstorms/lightning, meteor and asteroid impacts, mudslides, droughts, and pollution.

*Natural Disasters* is a full-year elective course that meets on alternate days. It is designed for 8<sup>th</sup> grade students.

# MATHEMATICS

## **7402 Mathematics 7**

**Recommended calculator: TI - 30XS Multiview**

This course of study includes topics in number systems, expressions & equations, ratios & proportions, percent, geometry, probability, and statistics. Students successfully completing this course will take Math 8 or Math 8 with Lab the next year.

## **7403 Mathematics 7 with Lab**

**Recommended Calculator: TI - 30XS Multiview**

This course of study includes topics in number systems, expressions & equations, ratios & proportions, percent, geometry, probability, and statistics. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students successfully completing this course will take Math 8 or Math 8 with Lab the next year.

## **7404 Mathematics 7 Honors**

**Recommended Calculator: TI - 30XS Multiview**

This is an enriched course of study that includes topics in number theory, rational numbers, integers, algebra, proportional relationships, percent, equations, probability, statistics, geometry, and transformational geometry. All content will incorporate a variety of challenging problem solving applications.

**Maintenance Criteria:** Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year. Students must maintain a grade of 90 or higher to be considered for Algebra I Honors.



## **8402 Mathematics 8**

**Recommended Calculator: TI - 30XS Multiview**

**Prerequisites:** 80 average or above in math 7

This pre-algebra course of study includes topics in number sense and operations, algebra, linear equations, inequalities, proportional relationships, functions, transformational geometry, Pythagorean Theorem, plane geometry, and statistics with an emphasis on algebraic problem solving applications. Students successfully completing this course will take Algebra I or Algebra I with Lab the next year.

## **8403 Mathematics 8 with Lab**

**Recommended Calculator: TI - 30XS Multiview**

**Prerequisites:** 79 average or below in math 7 or completion of Math 7 with Lab and teacher recommendation

This pre-algebra course of study includes topics in number sense and operations, algebra, linear equations, inequalities, proportional relationships, functions, transformational geometry, Pythagorean Theorem, plane geometry, and statistics. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students successfully completing this course will take Algebra I or Algebra I with Lab the next year.

## **0427 Algebra I Honors (1 High School Credit)**

**Recommended Calculator: TI 84 Plus CE**

**Prerequisites:** 90 average in Math 7 Honors or 95 average in Math 7 and teacher recommendation

This accelerated course of study in Algebra includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. Students enrolled in this course will take the Algebra I Regents examination in June.



**Maintenance Criteria:** Students must achieve a grade point average of 90 or above by the 15<sup>th</sup> week and maintain this average for the duration of the school year.

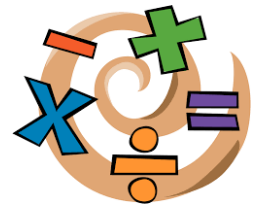
**0428 Algebra I Honors Theory (1 High School Credit)**

**Recommended calculator: TI 84 Plus CE**

**Prerequisites:** 95 average in Math 7 Honors and teacher recommendation

This accelerated course of study in Algebra I includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics with an emphasis on mathematical connections. This course will assist students to develop higher order thinking skills and processes to be applied mathematically. Students of this course should enjoy and want to explore mathematics. Students enrolled in this course will take the Algebra I Regents examination in June.

**Maintenance Criteria:** Students must achieve a minimum test average of 90 by the 15<sup>th</sup> week and maintain this average for the duration of the school year. Students must achieve a minimum test average of 95 in order to be recommended for Geometry Theory.



**0411 Algebra I (1 High School Credit)**

**Recommended Calculator: TI 84 Plus CE**

**Prerequisite:** 80 average or above in Math 8

This Algebra course includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. Students enrolled in this course will take the Algebra I Regents examination in June.

**0425 Algebra I with Lab (1 High School Credit)**

**Recommended Calculator: TI 84 Plus CE**

**Prerequisite:** Average of 70 to 80 in Math 8 or an average of 75 or above in Math 8 with Lab and teacher recommendation

This Algebra course includes topics in real number sets, polynomials, linear equations and inequalities, graphing, systems of equations, factoring, quadratic equations, exponential equations, functions, and statistics. This course will assist students in developing skills and processes to be applied using diverse techniques to successfully solve problems in a variety of settings. This class is accompanied by an alternating day lab period to allow for additional reinforcement, practice, and review. Students enrolled in this course will take the Algebra I Regents examination in June.

**0426 Algebra A (1 High School Credit)**

**Recommended calculator: TI 84 Plus CE**

**Prerequisite:** Average below 70 in Math 8 or an average of 75 or below in Math 8 with Lab and teacher recommendation

This course of study is the first year in a two-year Algebra curriculum. Topics will include polynomials, linear and quadratic equations, factoring, and coordinate geometry. This course places an emphasis on basic computational and foundational algebra skills. Students will take the Algebra Regents examination after successful completion of the two-year program in June of tenth grade.

**0456 Geometry Honors (1 High School Credit)**

**Recommended calculator: TI 84 Plus CE**

**Prerequisite:** Algebra I Honors or Honors Theory

This accelerated course of study follows the New York State Geometry curriculum. Topics will include transformational geometry, geometric constructions, proof, triangles, quadrilaterals, similarity, trigonometry, circles, parabolas, and three-dimensional figures. Students enrolled in this course will take the Geometry Regents examination in June.



### **0490 Geometry Honors Theory (1 High School Credit)**

**Recommended calculator:** TI 84 Plus CE

**Prerequisite:** Test average of 97 or above in Algebra 1 Honors or test average of 95 or above in Algebra Honors Theory and teacher recommendation.

This accelerated course of study follows the New York State Geometry curriculum. Topics will include transformational geometry, geometric constructions, proof, triangles, quadrilaterals, similarity, trigonometry, circles, parabolas, and three-dimensional figures. This course will assist students to develop higher order thinking skills and processes to be applied mathematically. Students enrolled in this course will take the Geometry Regents examination in June.

**Maintenance Criteria:** Students must achieve a minimum test average of 90 by the 15<sup>th</sup> week and maintain this average for the duration of the school year. Students must achieve a minimum test average of 95 in order to be recommended for Algebra II/Trigonometry Honors Theory.

### **0463 Algebra II/Trigonometry Honors Theory (1 High School Credit)**

**Prerequisite:** Test average of 95 or above in Geometry Honors Theory

This is a course in Algebra 2 with a focus on derivations and challenging extensions of topics in the Standards. Students take the Algebra 2 Regents in June.

**Maintenance Criteria:** Students must achieve a minimum test average of 90 by the 15<sup>th</sup> week and maintain this average for the duration of the year. Students must achieve a minimum average of 90 in order to be recommended for AP Calculus BC with lab at Ward Melville High School.

## **MATH ELECTIVE COURSES**

### **0488-Y Intro to Computer Programming**

This course will focus on core computer science concepts, problem-solving, design and programming. Regardless of your goals, introduction to coding will help you gain a better understanding of the computerized world around you. Topics in the course may include the following programming languages: Scratch, TI-Basic, Python, and HTML.

### **0489 Computer Programming I (20 Week ½ High School Credit Open to Grade 9)**

Students will gain proficiency in the following contemporary programming languages: Python, TI-Basic, and Java. This coding experience will help introduce students to robotics and other STEAM disciplines.

## **WORLD LANGUAGES**

Students begin World Language education in seventh grade. They may select the study of French, Italian, or Spanish. **Introduction to language courses will only be offered if a minimum enrollment is maintained as established by district administration and the Board of Education. Students will be asked to prioritize their language preferences, and may not be enrolled in their first choice.**

The sequence for the Junior High School language program is as follows: **Intro, Level I and Level II.** Upon successful completion of Level II at the junior high school, students will continue in the regular language Level (III) or be recommended for the honors program beginning in Grade 10 (CH).

Students who are new to the district with no prior World Languages study or students unable to successfully complete the New York State Language requirement in junior high school are required to complete Course I in tenth grade and may continue through Course III in twelfth grade.

**Please note: Checkpoint A, B, and C is the terminology used by New York State to describe the progression of tasks and expectations that the student will be able to perform at the completion of a particular course.**

The World languages curricula for the Three Village Central School District are designed to reflect the New York state mandated standards for World Languages education. These are:

#### **STANDARD 1 Communication Skills**

1. Listening and speaking are primary communication goals in global language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.
2. Reading and writing are used in languages other than English for the purpose of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

#### **STANDARD 2 Cultural Understanding**

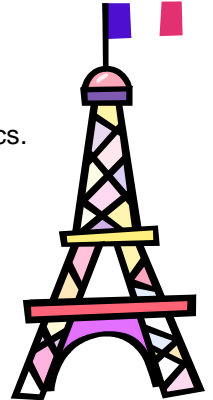
1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether or how well a message is received.

#### **0501 Introduction to French**

#### **0701 Introduction to Spanish**

#### **0901 Introduction to Italian**

These are language courses where the basic sounds and structures of the language are introduced. Emphasis is placed on oral comprehension and speaking. Students learn to understand and participate in simple conversations or question-answer situations on a few topics. Basic grammatical structures of the language are introduced. Writing skills are based on previously learned conversational patterns. Students become acquainted with some basic facts of history, geography, and customs. Topics may include greetings, colors, weather, family, house/home, sports, school situations, numbers, telling time, descriptions and basic food and drink. The course covers approximately one half of the New York State Syllabus (Checkpoint A). The second half is taught in the Level I course. Students will take a district-level final exam at the end of this course.



#### **0502 French Language I (1 High School Credit)**

#### **0702 Spanish Language I (1 High School Credit)**

#### **0902 Italian Language I (1 High School Credit)**

**Prerequisite:** Successful completion of the introductory course of the same language.

This course is the continuation of the Introduction course. Students improve their skills in understanding and speaking or reading the language, using increased vocabulary, grammar and cultural topics. Depending on language, students read passages for understanding and content, or may write short compositions in the target language on topics already developed through listening, speaking and reading. Students also continue to develop their knowledge of history, geography, daily life and other relevant cultural topics (using the target language as appropriate). Topics may include food and meals, housing, transportation, clothing, body parts, health and hobbies, transportation, and leisure time. Students are encouraged to develop individual interests through reports or projects. When appropriate, field trips are offered to enrich the curriculum. Students will take a district-level final exam at the end of this course.

**0506 French Language II (1 High School Credit)**

**0706 Spanish Language II (1 High School Credit)**

**0906 Italian Language II (1 High School Credit)**

**Prerequisite:** Successful completion of the Level 1 course of the same language



Level II students increase their ability to understand and speak through reading a wider range of topics, in addition to acquiring new grammatical syntactical structures and idioms. Depending on language, emphasis is placed upon the acquisition of vocabulary needed for the functional completion of everyday topics, through readings in the target language. Vocabulary as well as cultural and daily life topics from previous levels are reinforced and expanded upon. Students will take a district-level final exam at the end of this course.

**LANGUAGE ELECTIVE COURSE**

**1004 American Sign Language I**

This course is designed to introduce the student to American Sign Language (ASL) which is the natural and visual-gestural language used by deaf and hard of hearing people in the United States of American and Canada. ASL is a language with grammar and syntax. Developing ASL skills can be very useful, especially when the student learns to communicate, socialize and/or work with deaf and hard of hearing people. This course incorporates beginning levels of communication techniques, basic signs and finger spelling, principles of grammar and sentence structure, non-manual behaviors and development of conversational skills. Strong emphasis is placed on the value of receptive and expressive language functions.

**ART EDUCATION**

**7120 Art 7/8 (Full Year Alternating Day)**

The 20 weeks of art in grade 7 or 8 provides a program for the student that presents art as a tool for communication and understanding. The concepts of space and structure, movement, color, and light are the focus of the program. The objectives provide an arena in which the student must make decisions (problem solving) within the conceptual framework and through two and three-dimensional activities in the areas of drawing, painting, sculpture, ceramics, and crafts. The program will promote critical thinking skills, individual cognitive, affective, and aesthetic growth in the art classroom. Areas of art history, art identification, critical judgment, and critical analysis will also be included.

\*This course fulfills the middle school/junior high school state requirement.

**ART ELECTIVE COURSES**

The following elective offerings are available at the junior high school. Courses must have enrollment of twenty students (20) or more to be offered. Therefore, the school reserves the right to schedule a student based on the availability of sections.

In the ninth grade, students may choose as many as two half-year electives in the areas of Art, Family and Consumer Science, or Technology. Should you have a question regarding the elective program, please speak with your guidance counselor.

Note: Studio in Art is a full year recommended art course for all students satisfying the one unit Art/Music core requirement for the Regents and graduation. It is an introductory program designed for everyone

including the art major. This course can be completed over time with the first 1/2 credit at the junior high school with Studio Art 1205 and the second 1/2 credit at the high school with Studio Art II.

### **1205 Studio in Art Part I (20 Weeks 1/2 High School Credit)**

This is an introductory course designed for all students to fulfill the Art/Music requirement for graduation. Art mediums such as drawing, painting, and sculpture will be explored through hands-on projects. With a passing grade, students are recommended to elect

Studio Art II offered at Ward Melville High School to complete the one credit required in Art/Music core requirement for graduation.

### **1208 Creative Crafts Part I (20 Weeks 1/2 High School Credit)**

This is a fundamental course providing an introduction to the world of crafts. Students explore a wide range of hands-on craft activities. Basic techniques are taught and students will be able to create functional projects suitable for their own use or as gifts. Drawing techniques, design concepts and aesthetic appreciation will be included for easy application by students in the creation of their projects. When combined with Creative Crafts II, students will satisfy the Art/Music core requirement for graduation.

### **1239 Media Arts Part I (20 Weeks 1/2 High School Credit)**

Students learn about photography and two-dimensional design. They will learn how to incorporate composition and design into their photographs and other 2D works. In addition, students will explore components of a digital computer lab including but not limited to programs such as Photoshop. Emphasis will be placed on the Elements and Principles of Design. Students will be introduced to career paths related to this medium.

It is suggested that students enrolled in Media Arts I take Media Arts II at Ward Melville High School to complete this one High School credit requirement for a Regents Diploma.

### **1242 Creative Studio (Grade 8 Elective)**

Come explore your favorite art media. Work with two-dimensional and three-dimensional art forms such as drawing and painting, printmaking, photography, design and sculpture! You will be introduced to the types of art classes offered at the 9<sup>th</sup> grade level and begin to make career connections. Explore your individual artistic style and become a part of an exciting creative team. This course may be alternating days for a full year or every day for a half you.

\*This course does not meet the middle school/junior high school state requirement.

### **1245 The Art of Animation (20 Weeks 1/2 High School Credit, Grade 9 Elective)**

This class will satisfy part of the art/music graduation requirement

Step into the world of today's animators as you learn to tell stories with images. Build worlds, create characters and tell your story while exploring the art of Pixar, Disney and Marvel comics. If you love to cartoon or draw characters, like to tell stories and create worlds where your characters might live then this is the class for you.

***If students do not take art in 7<sup>th</sup> grade, when they enter 8<sup>th</sup> grade they may register for both the required 20-week art class and our 8<sup>th</sup> grade elective, Creative Studio. Students should speak with their guidance counselor.***

## TECHNOLOGY EDUCATION

### **7151 Technology Education 7 (20 weeks)**

### **8151 Technology Education 8 (20 weeks)**

The Technology Education courses offer a comprehensive introduction to technological and engineering career paths through the practical application of STEM concepts. The 7th and 8th grade technology courses extend over a total of 40 weeks, with the student experience covering 20 weeks at each grade level, which fulfills the mandate for New York State Technology Education.



The entire experience is designed to act as a bridge between academics and the real-world. Through researching, designing, building and testing, students model problems and develop solutions. Our hands-on intellectual courses allow students to not only improve their fine motor skills, but also reinforce and apply knowledge from other subject areas such as: *Science, Mathematics, Social Studies and Language Arts.*

### **Topics Explored in 7<sup>th</sup> and 8<sup>th</sup> Grade Technology Education:**

- Measurement
- Technical Drawing
- 3D Drawing
- Introduction to 3D Printing
- VEX IQ Robotics
- Lab and Machine Safety
- Hands-On Problem Solving Projects
- Pre- Engineering Structures

## 9<sup>th</sup> GRADE TECHNOLOGY ELECTIVE COURSES

The following ½ credit technology elective course offerings are available at the Junior High School and may be used towards a **High School 5 credit NYS Unit Sequence.**

### **1501 Wood Systems (20 weeks ½ High School Credit)**

**Wood Systems** is a twenty week experience to introduce students to woodworking through hands-on projects with a focus on design and craftsmanship. The curriculum is versed in proper woodworking techniques, machine use, power and hand tool use, joinery concepts and history, with an exaggerated emphasis on lab safety. All topics will include problem solving hands-on components with a focus on building fine motor skills.

### **1503 Computer Design (20 weeks ½ High School Credit)**

**Computer Design** is a twenty-week experience to introduce students to the use of computers, technology, and software as a problem solving design tool. The course curriculum explores 3D modeling software, 3D printing, robotics, drones, and basic electricity. All topics are proportionately represented and include research, design, and problem solving by integrating Science, Technology, Engineering and Mathematic concepts.

## FAMILY AND CONSUMER SCIENCE

The Family and Consumer Science curriculum is designed to prepare students to meet their personal responsibilities and understand their roles as members of families, communities and a variety of work environments in the continually changing technological world. Instruction is accomplished by emphasizing hands on, applied activities. This course is a NYS required curriculum intended for all 7<sup>th</sup> and 8<sup>th</sup> graders in the Three Village Central School District.

### **7141 Home and Careers 7 (20 weeks)**

The 7<sup>th</sup> Grade Home and Careers course is an introductory Family and Consumer course that teaches students thinking skills that are related to decision making, problem solving, goal setting and time management. It emphasizes the importance of these skills in all aspects of daily living. Personal and human development, nutrition, consumerism, food preparation, basic sewing skills, introduction to career awareness are some of the areas of instruction that will be part of the students' participation.

The introduction to Naviance, an electronic portfolio, will be presented to all 7<sup>th</sup> graders. See the description of Naviance under Home and Careers 8.

### **8141 Home and Careers 8 (20 weeks)**

Home and Careers 8 is a continuation of the seventh grade program and relates the thinking skills in the introductory course to developing communication skills, peer/family relationships, hand sewing skills, food preparation, personal environment, understanding entrepreneurship and career awareness. The units are interrelated and interdependent by "dovetailing" curriculum concepts. Hands-on activities give the student the opportunity to apply learning concepts to actual life situations and develop soft skills in the areas of the life and career.

Naviance, an electronic portfolio system, will be used by students, teachers and guidance counselors. This program links student activities, goals, plans and experiences into one comprehensive package. This portfolio starts in the junior high school and will continue when the student enters high school. It keeps track of their accomplishments, goals, coursework, academic and career goals. On the junior high school level it will be coordinated in Family and Consumer Science (Home and Careers 7 and 8). Entries will continue to be made throughout high school.

Naviance Site Manager – Nancy Jenkins

## **FAMILY AND CONSUMER SCIENCE ELECTIVE PROGRAM**

### **Ninth Grade Elective Program**

The following elective offerings are available at the junior high school.

### **1420 International Foods (20 Weeks ½ High School Credit)**

International Foods is designed for students who wish to develop an understanding of how culture and culinary skills are related to the preparation of international cuisine. Each unit includes the study of the country's geography and culture and how this influences the preparation of authentic cuisine. Food categories include entrees, appetizers, soups, breads, and desserts using various food techniques. Culinary skills learned in this course are on an advanced level. Career awareness related to the food industry will be presented.

### **1421 Clothing and Fashion (20 Weeks ½ High School Credit)**

Clothing and Fashion offers students the opportunity to develop skills in clothing construction essential for creating clothing and fabric projects for personal use and community service. Understanding of textiles, clothing design, style and fashion evolution will be combined with hands-on opportunities to construct sewing projects. Activities include the selection of items for personal use and items for community service that will be made using standard and computerized sewing equipment. Career awareness related to clothing construction and design will be discussed.

## **MUSIC AND PERFORMING ARTS**

The main objective of the music program is to give each student the opportunity to have a successful and rewarding experience in music.

Students will not be scheduled into a performing group unless they meet course requirements and have the recommendation of their music teacher.

Grading for performance groups is determined by participation in all rehearsals and attendance at all concerts and events. In addition, instrumental groups will be graded on lesson attendance and achievement.

### **7133 Music I**

Music I is a general music class that will include but not be limited to the following: keyboarding, guitar technique, world drumming, composition, aural/written theory, and exposure to music of different genres and cultures.

### **7132 Band 7**

The 7<sup>th</sup> Grade Band is open to all students who play a band instrument. The prerequisite for this ensemble is the student's performance in the 6<sup>th</sup> Grade Band and the recommendation of the elementary band teacher.

### **7131 Orchestra 7**

The 7<sup>th</sup> Grade Orchestra is open to all 7<sup>th</sup> Grade students who play an orchestral string instrument. At least one year of playing experience is usually considered the prerequisite for acceptance into this group.

### **7130 Chorus 7**

The 7<sup>th</sup> Grade Chorus is open to all dedicated choral students who have had previous choral experience. A recommendation from the elementary choral teacher is a prerequisite. Exploring vocal technique will be a focus, along with basic sight-reading skills, pitch recognition, and an introduction to music notation.

### **8133 Music II Grade 8 Elective (Alternating Day for a Full Year)**

Music II will build on the skills acquired in Music I and will take students to a further level of sophistication. The course will include more developed projects in composition and electronic music. Students enrolled in Music II must have taken and completed Music I and obtained the music teacher's recommendation.

### **8132 Band 8**

The 8<sup>th</sup> Grade Band is open to all students in the 8<sup>th</sup> Grade who play a band instrument. The pre-requisite for this group is the student's performance in the 7<sup>th</sup> Grade instrumental program and/or the music teacher's recommendation.

### **8131 Orchestra 8**

The 8<sup>th</sup> Grade Orchestra is open to all students in the 8<sup>th</sup> Grade who play an orchestral string instrument. The pre-requisite for acceptance into this group is the student's performance in the 7<sup>th</sup> Grade Orchestra program and/or the music teacher's recommendation. Students will have the opportunity to audition for a position in the Chamber Orchestra.

### **8130 Chorus 8**

The 8<sup>th</sup> Grade Chorus is open to all dedicated choral students who have had previous choral experience. The prerequisite for acceptance into this group is the student's performance in the 7<sup>th</sup> Grade Chorus and/or the music teacher's recommendation. Vocal production, diction, phrasing, and the ability to sing music written in part harmony will be emphasized.

### **1332 Band 9 (1 High School Credit)**

The 9<sup>th</sup> Grade Band is open to all 9<sup>th</sup> Grade students who play a band instrument. The prerequisite for this ensemble is the student's performance in the 8<sup>th</sup> Grade instrumental program and/or the music teacher's recommendation.

This course will fulfill the one unit needed to meet the high school Music and/or Art requirement. This course is also a prerequisite for participation in the Band Program at Ward Melville High School.

### **1370 Band 9H - (1 Credit)**

The ninth grade band is open to all ninth grade students who play a band instrument. The prerequisite for this ensemble is both Band 9 and Marching Band. Membership in Band 9 and Marching Band requires participation in after school rehearsal at Ward Melville High School.

### **1305 Orchestra 9 (1 High School Credit)**

The 9<sup>th</sup> Grade Orchestra is open to all 9<sup>th</sup> Grade students who play an orchestral string instrument. The prerequisite for acceptance into this group is the student's performance in the 8<sup>th</sup> Grade Orchestra and/or the music teacher's recommendation. Students will have the opportunity to audition for a position in the Chamber Orchestra.

This course will fulfill the one unit needed to meet the high school Music and/or Art requirement. This course is also a prerequisite for participation in the Orchestra program at Ward Melville High School.

### **Instrumental Lesson Policy – Grades 7, 8 and 9**

Music lessons are part of the curriculum and a student's academic program. Students are given small group lessons once during the six-day cycle on a rotating basis. Missing lessons should be the exception, not the rule.

### **1330 Chorus 9 (½ High School Credit)**

The 9<sup>th</sup> Grade Chorus is open to all dedicated choral students who have had previous choral experience. The prerequisite for acceptance into this group is the student's performance in 8<sup>th</sup> Grade Chorus and/or the **music teacher's recommendation**.

This course will fulfill one half of the one unit needed to meet the high school Music and/or Art requirement.

### **1320 Chamber Choir 9 (½ High School Credit)**

Chamber Chorus 9 is offered by audition to students enrolled in Grade 9. The 9<sup>th</sup> Grade Chamber Choir will be a select mixed choral ensemble and will perform choral repertoire from a variety of musical styles. Proper ensemble etiquette, vocal technique, ear training, and sight singing will be important components of the curriculum. This course may be used to fulfill one-half of the one unit needed to meet the high school Music and/or Art requirement.



## **Ninth Grade Vocal Lesson Program**

The 9<sup>th</sup> Grade Chorus program will offer small group instruction/lessons on a rotating basis. Students will be grouped according to voicing and ability. Lesson time will not be spent exclusively on chorus music. Students will learn about proper breathing, notation and rhythm, diction, tone, intonation, sight singing and other basic choral techniques. All students must be enrolled in 9<sup>th</sup> Grade Chorus or Chamber Choir in order to receive vocal lessons. Missing lessons should be the exception, not the rule.

## **PHYSICAL EDUCATION**

Physical Education is a New York State requirement for all students in grades seven, eight, and nine. The Physical Education program focuses on improving each student's fitness level, cognitive understanding of team and individual sports and activities, skill development, critical thinking skills, problem solving abilities and application of positive sportsmanship behaviors. All students in the Physical Education program will participate biannually in fitness testing, which assesses muscular strength, muscular endurance, flexibility, and aerobic capacity.

### **7174 7<sup>th</sup> Grade Physical Education**

All seventh grade students will be enrolled in Physical Education 7. Classes will be co-educational and include instruction, skill development and participation in a variety of traditional team and cooperative activities. The course includes; flag football, soccer, tennis, ultimate frisbee, volleyball, team handball, basketball, softball, volleyball, aerobics, weight training, and dance activities.



### **8174 8<sup>th</sup> Grade Physical Education**

All eighth grade students will be enrolled in Physical Education 8. Classes will be co-educational and include instruction, skill development and participation in a variety of traditional team, individual, cooperative and lifetime sport activities. The course includes flag football, soccer, tennis, ultimate frisbee, volleyball, team handball, tchoukball, floor hockey, basketball, softball, aerobics, fitness stations, weight training, dance and volleyball.

### **1704 9<sup>th</sup> Grade Physical Education (½ High School Credit)**

All ninth grade students will be enrolled in Physical Education 9. Classes will be co-educational and include instruction, skill development and participation opportunities in a variety of team, cooperative, and lifetime activities. This course includes; soccer, flag football, ultimate frisbee, floor hockey, volleyball, dance, personal fitness, badminton, softball, basketball, weight training, tchoukball, team handball, cooperative games, golf, tennis, and table tennis.

## HEALTH EDUCATION

### **1617 Health Education**

Health Education is a New York State required course that must be offered at least once for all students in grades seven through nine. The Three Village Central School District provides this class for all students in the seventh grade. The Health Education course offers age-appropriate units of study including mental wellness and stress management, communication and decision-making skills, self-esteem, use and effects of alcohol, tobacco and drugs.

In addition, Health Education includes a developmentally appropriate Human Sexuality component. Topics in this unit include a review of puberty processes, reproductive anatomy and physiology, self-awareness, self-respect, perceptions and interactions with family and friends, developing positive relationships, and sexually transmitted infection information.

Health Education will help prepare the students to make appropriate decisions in the future, develop essential life skills and foster optimal health and well-being. Students will participate in a variety of group activities, problem solving scenarios, projects, class discussions and independent research which will emphasize critical thinking skills, and problem solving techniques. This course will focus on enhancing the student's personal responsibility, respect, self-confidence, dignity, and accountability for one's personal health and behavior.

### **1624 Hands on Health for Life (1/2 High School Credit)**

(Credit will not count towards High School health requirement for graduation)

Full Year Course Every Other Day or ½ Year Course Every Day

This course will provide a hands on, interactive approach to health and wellness. Students will engage in activities that will promote lifelong skills related to their physical, mental, emotional and social health. It will expand on the foundations that were established during elementary and 7<sup>th</sup> grade Health Education classes, offer the students the opportunity to explore these topics to the fullest extent and provide them with the tools necessary to navigate the challenges of today's world. In addition, through community service learning and the exploration of the health sciences, students will be provided with exposure to resources in the community and future opportunities within this field. Topics will include, but are not limited to; Building confidence, effective communication, healthy relationships, refusal and coping skills, dealing with loss and disappointment, conflict resolution, dealing with change, stress reduction, mindfulness, exploring community health sciences, hands only CPR/AED, basic first aid and allergy and epi-pen awareness.

## SPECIAL EDUCATION PROGRAMS

7th Grade

8th Grade

9th Grade



### RESOURCE ROOM

The Resource Room provides supportive instruction for students identified by the Committee on Special Education (CSE) as requiring special education services. Students who qualify and are placed into the program receive small group instruction based on an Individualized Education Program (IEP). The Resource Room staff encourages open communication between parents, teachers, counselors, and students.

### DIRECT TEACHER CONSULT PROGRAM

The Direct Teacher Consult program at the junior high school level exists in grades 7, 8 and 9. The Committee on Special Education (CSE) determines placement in the program and an Individualized Education Program (IEP) is developed. The special education teachers co-teach with general education teachers in core subject classes. The special education teacher provides modifications and accommodations as indicated in each student's IEP.

### ALTERNATE LEARNING CENTER (ALC)

The ALC program offers self-contained classes for students whose educational needs cannot be met in general education classes or with the support of resource room programs. The Committee on Special Education (CSE) determines placement in the ALC program and an Individualized Education Program (IEP) is developed. The ALC teacher focuses on enhancing academic, social, and behavioral strengths, while remediating deficit skill areas. ALC students are mainstreamed where appropriate and student performance indicates the probability of success. In such cases, the ALC teacher supports the general education classroom curriculum and works closely with the mainstream teacher to ensure the ALC student's success. The ALC program has been carefully designed to provide a full curriculum.



### P.J. GELINAS INFORMATION CENTER

The library is an integral part of the learning environment where students learn foundational, life-long research and literacy skills that carry over to all facets of life. In the library, students have the opportunity to independently pursue literary and artistic endeavors. There are a large range of print and electronic texts to support personal and curriculum related reading. Students learn the importance of demonstrating social responsibility and how to constructively contribute within and outside of their school community. Cutting edge technology is embedded into various curriculum

areas through co-teaching by the librarian and classroom teachers. A new zSpace virtual reality lab provides students with opportunities such as performing virtual dissections, manipulating motors and circuits, and exploring Newton's Laws of Motion. The Makerspace is also a place where students have materials ranging from breadboards to wearable technology in order to create student-centered projects based on their interests. Through all of the resources available within the library, students become critical thinkers and active contributors to our modern-day society.

## PUPIL PERSONNEL SERVICES – GUIDANCE DEPARTMENT

### School Counselor

Comprehensive Guidance and Counseling services are available to all students at Paul J. Gelinus Junior High School. In addition, a specific program emphasis defines each academic year – orientation and successful adjustment in seventh grade, increasing engagement in school activities and developing a four-year high school plan in eighth, and ninth grade guidance emphasizes maintaining a good work ethic while preparing for the transition to the senior high school. The comprehensive services provided by counselors include: academic advisement, scheduling modifications, personal, vocational, and social skills counseling, crisis intervention, parent and teacher consultation, maintenance and interpretation of academic records, information services, and referral to in or out of school resources for student support.

Grade 7		Grade 8		Grade 9	
Lori Eisenhardt	A – Gam*	Lori Eisenhardt	A – Fa*	Lori Eisenhardt	A – Duc*
Erin Anziano	Gar – Las*	Erin Anziano	Fe – Liu*	Erin Anziano	Dun – Lou*
Anthony Dattero	Law – Pit*	Anthony Dattero	Liv – Sa*	Anthony Dattero	Luf – Rob*
Nicole Indelicato	Pre – Z*	Nicole Indelicato	Sc – Z*	Nicole Indelicato	Rog – Z*

\*Adjustments are made to balance caseloads when necessary.

## PSYCHOLOGICAL SERVICES

### School Psychologist – Dan Volk, Ph.D.

School psychologists assist students academically, socially and emotionally through collaboration with educators, parents and other professionals. Psychological counseling is provided for students who need assistance in resolving social-emotional difficulties that interfere with school performance. When appropriate, Functional Behavioral Assessments (FBA) are conducted and Behavior Intervention Plans (BIP) are developed to intervene with behaviors that impede students' academic functioning. Psychologists conduct psycho-educational evaluations to assess students' mental health status and aptitude for learning to determine eligibility for special education services. In addition, school psychologists serve as integral members of the Committee on Special Education (CSE), Sub-Committee on Special Education (SCSE), 504 Committee, Instructional Support Team (IST) and Crisis Response Team. The school psychologist strives to establish a safe and supportive learning environment for students while strengthening connections between home and school.

## SOCIAL WORKER SERVICES

### School Social Worker – Pam Roberts

School social workers provide clinical assessment, crisis intervention, individual and small group counseling, and referral services to outside agencies or therapists for students and/or their families. The social worker monitors student attendance and intervenes when appropriate or necessary. In situations where a student is unable to attend school on a regular basis, the social worker may make home visits. As a member of several committees, including the Committee on Special Education (CSE), the Sub-Committee on Special Education (SCSE), and the Instructional Support Team (IST), the school social worker helps to develop and/or implement programs and policies that enhance a student's well-being and academic success. Member of Substance Abuse, Anti-Bullying, and Positive Behavior Intervention and Support Committees.

***To speak to or make an appointment with a counselor, the psychologist or social worker, please call the Guidance Office at 730-4740.***

