

2021-2022



SHAKER

MIDDLE SCHOOL

GRADE 7 AND GRADE 8 COURSE DESCRIPTION GUIDE

TABLE OF CONTENTS

The Shaker Middle School Course Description Guide is designed to assist students and families in understanding the course offerings in seventh and eighth grade. You are encouraged to seek the guidance of your teachers and school counselor when planning your course selections for the following year.

SMS CONTACTS.....	3
GRADE REPORTING.....	4
HIGH HONOR, HONOR AND MERIT ROLLS.....	4
COURSE DESCRIPTIONS.....	5
ART.....	5
ENGLISH.....	5
FAMILY & CONSUMER SCIENCES.....	7
HEALTH.....	8
MATHEMATICS.....	8
MUSIC.....	11
PHYSICAL EDUCATION	12
SCIENCE.....	13
SOCIAL STUDIES	15
TECHNOLOGY EDUCATION.....	17
WORLD LANGUAGES.....	18
ENGLISH AS A NEW LANGUAGE (ENL).....	19



SMS CONTACTS

MAIN OFFICE PHONE NUMBER (518) 785-1341

SMS Administration	Email Address	Phone Extension
Davis Chamberlain Building Principal	davischamberlain@ncolonie.org	4503
Dawn Lange Haystack Hall/Skylight Hall Principal	dawnlange@ncolonie.org	4538
Jan Zadoorian Algonquin Hall/Marcy Hall Principal	jzadoorian@ncolonie.org	4532
SMS School Counselors	Email Address	Phone Extension
Stacey Angell Student Assistance Counselor	staceyangell@ncolonie.org	4521
Margaret Demeter Haystack Hall	mdemeter@ncolonie.org	4524
Lavaughn Garland Skylight Hall	lavaughngarland@ncolonie.org	4522
Robyn Hayes Algonquin Hall	rhayes@ncolonie.org	4546
Lisa Suarez Marcy Hall	lisasuarez@ncolonie.org	4517
SMS Nurses	Email Address	Phone Extension
Kathryn Koonce	kathrynkoonce@ncolonie.org	4544
Chelsea Young	chelseayoung@ncolonie.org	4510
SMS Attendance	Email Address	Phone Extension
Felicia Hunter Attendance Secretary	smsattendance@ncolonie.org	4501



GRADE REPORTING

Numeric Grade	Letter Grade	Grade Point Conversion
97+	A+	4.0
93+	A	4.0
90+	A-	3.7
87+	B+	3.3
83+	B	3.0
80+	B-	2.7
77+	C+	2.3
73+	C	2.0
70+	C-	1.7
68+	D+	1.3
65+	D	1.0
Below 65	F	0.0

High Honor, Honor and Merit Roll Criteria	
High Honor Roll	Achievement grade average of 3.7 or higher All Effort and Conduct grades are E or G
Honor Roll	Achievement grade average of 3.3-3.69 All Effort and Conduct grades are E or G
Merit Roll	Achievement grade average of 3.0-3.29 All Effort and Conduct grades are E or G



COURSE DESCRIPTIONS

ART

Visual and Media Art in Middle School builds upon the foundation of art and design from the elementary level. Units of study over grades 7-8 cumulatively provide the basis for the full year HS Graduation Credit course, Studio Art & Design. Middle school art focuses on creative career exploration, critical analysis and interpretation of visual content, art history & culture exposure and use of both traditional fine art and digital media for research, art making and self-expression. Sketchbook assignments for practice and reinforcement of concepts and techniques support the classroom experience.

Art 7

Art is scheduled for 10 weeks in grade 7. Units of study in grade 7 art include:

- Color Theory: applying color theory relationships to compositions, and color mixing
- Human Proportion: with focus on capturing accurate facial and figure proportions
- 3D Design: with a focus on relief and in the round sculpture using non-ceramic materials

Art 8

Art is scheduled for 10 weeks in grade 8. Units covered include:

- Observational Drawing: with a focus on value rendering
- Illusion of Depth: involving linear and atmospheric perspective techniques
- 3D Design: working sculpturally using clay as a medium

Accelerated Studio in Art 8

Prerequisite: Teacher Recommendation and an A grade in 7th grade Art

Studio Art & Design, a high school foundation level course, incorporates a wide variety of art disciplines, including drawing, painting, sculpture, ceramics, and digital media. Exposure to art history and art criticism enhance the program. Studio Art & Design is required of all students planning a high school art sequence, and it meets the fine arts high school graduation requirement. Admission is based on effort, conduct, achievement, teacher recommendation, and invitation of the department supervisor. Students are notified of the recommendation for Studio Art in writing before the end of June. An art sequence commitment is expected for high school, including Drawing & Painting, which will be scheduled freshman year.

ENGLISH

Literature and Writing 7

The English 7 course is aligned with the Next Generation English Language Arts standards and instructional learning activities are designed to emphasize skills and strategies in the areas of reading, writing, listening and speaking. Students apply close reading techniques to analyze both fiction and nonfiction works and are exposed to a wide variety of literary works.



The elements of grammar, usage, punctuation and capitalization are taught, through the student's own written work and through literature. Spelling and vocabulary requirements are drawn from assigned readings and supplemental lists, and an integrated approach is used in the teaching of these skills.

Effective writing techniques are emphasized and considerable time is devoted to the writing process. Most writing is done in response to texts read. In 7th grade we utilize peer evaluation, conferencing and other techniques, which are designed to improve written communication. Reading is, of course, emphasized and students will engage in whole class novel studies as well as in discussions and activities based on independently selected books. Computer instruction, stressing word processing, is also included in the seventh grade language arts curriculum. Students will be prepared to successfully complete the NYS grade 7 English Language Arts assessment.

AIS ELA 7

AIS ELA 7 is an Academic Intervention Service (AIS) for seventh graders who need extra assistance in language arts. Students included generally are at risk of scoring at Level I or II on the NYS ELA assessment or are recommended for inclusion by their 6th or 7th grade English teacher. Students enrolled in AIS ELA 7 meet for an extra block of instructional time to receive remediation.

Special Class ELA 7

A self-contained English class based upon an alternate curriculum that focuses on the instruction of basic functional literacy. In this class, there is a focus on core content and individualized reading and writing skills. The curriculum is highly differentiated based upon students' literacy abilities and IEP goals.

Special Class Decoding 7/8

A self-contained reading class based upon an alternate curriculum that focuses on the instruction of basic functional literacy. The curriculum is highly differentiated based upon each student's literacy abilities and their Individual Education Plan (IEP) goals.

Literature and Writing 8

The English 8 course is aligned with the Next Generation English Language Arts standards and instructional learning activities are designed to emphasize skills and strategies in the areas of reading, writing, listening and speaking. Students apply close reading techniques to analyze both fiction and nonfiction works and are exposed to a wide variety of literary works.

The eighth grade program is designed to provide students with a strong background in English language arts skills. The development of reading, writing, listening and speaking skills is stressed within the language arts classroom. Students will be required to read several class taught novels as well as independently chosen titles. Students are expected to demonstrate their ability to appreciate and to respond to quality literature through discussion and independent writing assignments. Spelling and vocabulary requirements are drawn from literature and other teacher resources. This course stresses the need for effective written expression with an emphasis placed on the writing process and the mechanics of language. Students will be prepared to successfully complete the NYS grade eight English/Language Arts assessment.



AIS ELA 8

AIS ELA 8 is an Academic Intervention Service (AIS) for 8th graders who need extra assistance in language arts. Students included generally are at risk of scoring at Level I or II on a NYS ELA assessment or are recommended for inclusion by their 7th or 8th grade English teacher.

Special Class ELA 8

A self-contained English class based upon an alternate curriculum that focuses on the instruction of basic functional literacy. In this class, there is a focus on core content and individualized reading and writing skills. The curriculum is highly differentiated based upon students' literacy abilities and IEP goals.

FAMILY & CONSUMER SCIENCES

FACS 7

Important life lessons and 21st century skills are covered in this hands-on, engaging course.

The *Nutrition Unit* explores food safety and sanitation. Students will use the government website, www.choosemyplate.gov to learn the importance of a well-rounded diet. They will participate in various healthy cooking labs to reinforce food preparation skills. Students will also be taught the importance of etiquette and manners that are necessary to have during business luncheons and formal occasions.

The *Careers Unit* includes activities and projects that allow students to discover their abilities, values, interests, and personality traits. This information is then reinforced and stored within the Naviance electronic portfolio that will be revisited in the 8th grade and will be useful during high school for making college/career choices.

The *Childcare Unit* will help students learn how to be a safe sitter as the physical, emotional and social development of a child is discussed. They will learn how to create fun and safe activities for children and proper procedures to follow before accepting a babysitting position. Finally, clothing management is taught in order to foster independence and self-management.

Seventh grade students will attend FACS class every day for one quarter of the school year.

FACS 8

The 8th grade FACS program builds upon the important life skills learned in 7th grade.

The *Nutrition Unit* will engage students in culinary labs, which will reinforce material taught in class. They will learn about healthy lifestyle choices that combine both fitness and nutrition. The nutrient groups are introduced while students learn how to read and analyze nutrition facts labels while paying attention to proper portion sizes. Students will also be taught how to substitute ingredients in order to make a recipe healthier.

The *Careers Unit* will focus on the steps one should take when seeking a job. Students will fill out job applications from local businesses, write resumes and cover letters, and conduct mock interviews with classmates. Work within the Naviance program will continue and a career research project will be developed using www.careercruising.com.



The *Financial Management Unit* will focus on helping students learn how to budget. Hands on activities will help them understand the various aspects of banking. The pros and cons of credit, debit, and ATM cards will be discussed, as will the details of check writing and managing a bank account.

Eighth grade students will attend FACS class every day for one quarter of the school year (10 weeks).

HEALTH

Health 7

Health is scheduled for all students on an every other day basis for one semester. This course includes the study of personal wellness, communication, goal setting, decision-making, gateway drugs, HIV/AIDS, and adolescent changes. The goal of the course is to provide students with the knowledge and skills needed to live a healthy life.

Health 8

Health is scheduled for all students on an every other day basis for one semester. This course includes the study of personal wellness, decision-making, stress management and mental health, substance abuse prevention, HIV/AIDS and relationship management. The goal of the course is to provide students with the knowledge and skills needed to live a healthy life.

MATHEMATICS

The Shaker Middle School mathematics program provides students with the mathematical knowledge and skills necessary to function in the world. The goal for our students is to develop the ability to:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Math 7

The Math 7 course will cover the New York State Grade 7 Common Core standards and is designed to prepare students to be successful on the NYS Grade 7 math assessment.

Topics include:

Ratios and Proportional Relationships:

- Analyze proportional relationships and use them to solve real-world and mathematical problems.



The Number System:

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations:

- Use properties of operations to generate equivalent expressions; solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry:

- Draw, construct and describe geometrical figures and describe the relationships between them; solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability:

- Use random sampling to draw inferences about a population; draw informal comparative inferences about two populations; investigate chance processes and develop, use, and evaluate probability models.

AIS Math 7

AIS Math 7 is an Academic Intervention Service (AIS) for seventh graders who need extra assistance in mathematics. This program is for students who scored at Level I or II on the 6th grade NYS math assessment or were recommended for inclusion by their 6th grade math teacher. Students enrolled in AIS Math 7 meet for an extra block of instructional time to receive remediation.

Special Class Math 7

A self-contained math class based upon an alternate curriculum that focuses on the instruction of basic mathematical skills for activities of daily living. The curriculum is highly differentiated based upon each student's math concept abilities and their Individual Education Plan (IEP) goals.

Math 8

The Math 8 course will cover the New York State Grade 8 Common Core standards and is designed to prepare students to be successful on the NYS Grade 8 math assessment.

Topics include:

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations:

- Work with radicals and integer exponents; understand the connections between proportional relationships, lines, and linear equations; analyze and solve linear equations and pairs of simultaneous linear equations.



Geometry:

- Understand congruence and similarity using physical models, transparencies, or geometry software; understand and apply the Pythagorean Theorem; solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability:

- Investigate patterns of association in bivariate data.

Functions:

- Define, evaluate, and compare functions; use functions to model relationships between quantities.

AIS Math 8

AIS Math 8 is an Academic Intervention Service (AIS) for eighth graders who need extra assistance in mathematics. This program is for students who scored at Level I or II on the 7th grade NYS math assessment or were recommended for inclusion by their 7th grade math teacher. Students enrolled in AIS Math 8 meet for an extra block of instructional time to receive remediation.

Special Class Math 8

A self-contained math class based upon an alternate curriculum that focuses on the instruction of basic mathematical skills for activities of daily living. The curriculum is highly differentiated based upon each student's math concept abilities and their Individual Education Plan (IEP) goals.

Algebra I

Prerequisite: In general, a student is expected to meet the following criteria to be placed in this advanced class:

- A. The student must have demonstrated high achievement in Math 7.
- B. The student should be recommended by his/her current math teacher for placement into the program.

This course is an enriched version of the 9th grade Regents Algebra 1 course at SHS. It is available to eighth grade students who demonstrate a strong ability and interest in mathematics and who plan on pursuing a five-year mathematics sequence. It is also a prerequisite for further study in mathematics and science at the Honors level. While much of this course is focused on algebra with some geometry, other areas, such as probability and statistics, are also introduced. The final exam for this course is the New York State Common Core Algebra Regents exam; students in this course will not be required to complete the NYS eighth grade math assessment. Students successfully completing the course will receive one high school Regents credit. Students will be evaluated at the end of the school year and recommended to pursue either the Regents or Honors Geometry math program in ninth grade based upon the quality of completed work.



MUSIC

General Music 7

Seventh-grade students are scheduled for one semester (twenty weeks) of General Music, which is divided into three units: Guitar, Keyboard and Musicals. In the two instrument units, students will review basic note-reading skills and learn new skills that will allow them to perform on the two instruments (electric keyboard and acoustic guitar). Students will learn these skills while performing individually, in small groups, and as a class. Students will play a mixed repertoire of music including folk, classical and blues styles.

In the Musical unit, students will complete an in-depth study of a famous work in musical theater, including various learning activities and a culminating project. Students will use the technology equipment available in the classroom, library, and computer labs to further explore the subject.

Music Performing Groups (Elective)

Band 7

Chorus 7

Orchestra 7

In the middle school, Band, Chorus, and Orchestra rehearse every other day during the school day. On the opposite day, students in a performing group may have a study hall. Band, Chorus, and Orchestra perform in two school concerts per year and may have other performance opportunities. In addition, students in these performing groups are the only ones eligible to audition for Jazz Ensemble, Select Band, Treble Makers (for Soprano and Alto voices), Select Chorus, and Scherzo. Students are encouraged to be in both a choral and instrumental group, since the two musical experiences complement each other.

Students in Band and Orchestra will also have a required small-group lesson once each week. This is a class that students must attend. In lessons, students learn technique and work to improve their individual skills. A rotating schedule of lesson times is planned so that no student should be excused from the same class more than once in each four weeks of school. Private lessons, while encouraged, are not substituted for school lessons at the middle school level.

Students who wish to participate in a performing group must indicate their decision on the seventh grade Course Selection Form distributed from the middle school. A student must already play an instrument to play in an instrumental group. When selecting a performing group, students are committing to participate for an entire year, to attend their school lesson, and to perform in all scheduled concerts. The decision to drop a performing group will only be made under seriously extenuating circumstances by the school counselor, administrator, and department supervisor.

Music 8

Eighth-grade students are scheduled for one semester (twenty weeks) of General Music, which is divided into three units: Guitar, Keyboard and Rock-n-Roll. In the two instrument units, students will review the skills they learned in seventh grade and learn new skills that will allow them to perform on the instruments (electric keyboard and acoustic guitar) at a more advanced level. Students will learn these skills while performing individually, in small groups, and as a class. Students will play a mixed repertoire of folk and rock music on each instrument.



The goal of the Rock-n-Roll unit is to develop an understanding and appreciation of the elements and history of this musical genre. In this unit, students will learn the history of Rock-n-Roll music and will make connections to historical events. They will learn how to identify different styles and performers through listening exercises, completing various projects, and by using the technology equipment available in the music classroom, computer labs, and the library.

Music Performing Groups (Elective)

Band 8

Chorus 8

Orchestra 8

In the middle school, Band, Chorus, and Orchestra rehearse every other day during the school day. On the opposite day, students in a performing group may have a study hall. Band, Chorus, and Orchestra perform in two school concerts per year and may have other performance opportunities. In addition, students in these performing groups are the only ones eligible to audition for Jazz Ensemble, Select Band, Treble Makers (for Soprano and Alto voices), Select Chorus, and Scherzo. Students are encouraged to be in both a choral and instrumental group, since the two musical experiences complement each other.

Students in Band and Orchestra will also have a required small-group lesson once each week. This is a class that students must attend. In lessons, students learn technique and work to improve their individual skills. Private lessons, while encouraged, are not substituted for school lessons at the middle school level. A rotating schedule of lesson times is planned so that no student should be excused from the same class more than once in each four weeks of school. Students who wish to participate in a performing group must indicate their decision on the eighth grade Course Selection Form distributed from the middle school. A student must already play an instrument to play in an instrumental group. When selecting a performing group, students are committing to participate for an entire year, to attend their school lesson, and to perform in all scheduled concerts. The decision to drop a performing group will only be made under seriously extenuating circumstances by the school counselor, administrator, and department supervisor.

Accelerated Credit in Music

Students can earn ½-unit of high school credit in music while enrolled at the middle school. Those who seek to apply for this accelerated credit in music must successfully complete both 7th and 8th grade band, chorus or orchestra. They also must perform a solo on a band or orchestra instrument, piano or voice at a level 3 or higher as ranked by NYSSMA, and have achieved at least a score of Excellent (21 or higher) on that solo by the end of eighth grade. If the student has met the necessary requirement, he/she will turn in a completed application form to the music teacher by early June of the eighth grade year. If it has been signed by the parent and approved by the teacher and principal, the student will receive ½-unit of high school credit.

PHYSICAL EDUCATION

Physical Education 7

Physical Education is scheduled for all students on an every other day basis for the full school year. Students with physically disabling conditions, either permanent or temporary, may be provided an adapted program designed for the individual student.



Physical Education 8

Physical education is scheduled for all students on an every other day basis for the full school year. Students with physically disabling conditions, either permanent or temporary, may be provided an adapted program designed for the individual student.

SCIENCE

The Shaker Middle School science program is dedicated to preparing all students for commencement level science courses in the high school. Our programs foster imaginative problem solving, effective collaboration, and responsible and appropriate communication skills in a safe, positive, and supportive environment. Students will meaningfully engage with science tools, techniques, skills, and concepts to raise their capacity as curious and critical thinkers.

New York State is undergoing a full overhaul to our science standards and the 2021-2022 school year will represent year three of a five-year, kindergarten through 12th grade transition for our district. For more information about the new standards in science, called the New York State p-12 Science Learning Standards (NYSp-12SLS), please visit: <http://www.nysed.gov/curriculum-instruction/science>

Please see the table below for the full transition plan at the middle school. The shaded boxes represent courses operating under the new standards.

3 YEAR NEW STANDARDS TRANSITION AT THE MIDDLE SCHOOL:

School Year	6th Grade	7th Grade	8th Grade
2019 – 2020	Physical Science (first year under new standards)	Life Science	Physical Science/Earth Science (acceleration)
2020 – 2021	Physical Science	Life Science (first year under new standards)	Physical Science/Earth Science (acceleration)
2021 - 2022	Physical Science	Life Science	MS Earth and Space Science* (first year under new standards)/HS and MS Earth and Space Science (acceleration)

Note: 2021-2022 is the first year that ALL courses at the middle school will operate under the new standards. For 8th grade during the 2021-2022 school year, all students will take Earth and Space Science. Students who qualify for acceleration in science, may take a combination course, which will include middle school (MS) and high school (HS) Earth and Space standards, completion of 1200 minutes of laboratory, and the NYS Regents exam in Earth and Space Science.

Life Science- 7th Grade

This course is based on middle school topics in Life Science and follows the new, New York State p-12 Science Learning Standards. Topics include: Structure and Function of Organisms, Information Processing, Growth and



Development, Inheritance/Variation of Traits, Matter and Energy Flow in Organisms/Ecosystems, Interdependent Relationships in Ecosystems, and Biodiversity. Since this course is aligned with new, NYSp-12SLS standards, students will also engage in the Science and Engineering Practices and the Cross Cutting Concepts in Science. Please see the **“Additional Information Regarding the new, New York State p-12 Science Learning Standards”** section, below, for more details regarding the Science and Engineering Practices and the Cross Cutting Concepts in science.

Special Class Science 7

A self-contained alternate curriculum class that focuses on functional life and physical science concepts and the application of technology. The focus includes but is not limited to such topics as the Earth, Solar System, Living Systems (food chain), basic scientific principles of discovery, the use of technology in applying science to students’ daily lives and current events.

Middle School Earth and Space Science – 8th Grade

This course is based on middle school topics in Earth and Space Science and follows the new, New York State p-12 Science Learning Standards. Topics include: Space Systems, History of Earth, Earth’s Systems (material cycles, energy flow, Earth resources), Weather and Climate, and Human Impacts. Since this course is aligned with new, NYSp-12SLS standards, students will also engage in the Science and Engineering Practices and the Cross Cutting Concepts in Science. Please see the **“Additional Information Regarding the new, New York State p-12 Science Learning Standards”** section, below, for more details regarding the Science and Engineering Practices and the Cross Cutting Concepts in science.

Accelerated Earth and Space Science- 8th Grade

This course is based on BOTH middle school standards in Earth and Space Science AND high school standards in Earth and Space Science and follows the new, New York State p-12 Science Learning Standards at BOTH levels. Topics include: Space Systems, History of Earth, Earth’s Systems (material cycles, energy flow, Earth resources), Weather and Climate, Human Impacts, and Human Sustainability.

Because this program consists of standards from BOTH middle school and high school Earth and Space courses, students/families should be exceptionally thoughtful as they consider this placement. Students must exhibit outstanding work ethic, be independently responsible for their work/effort, and exhibit a high level of aptitude in both science and mathematics.

In addition to the above, students enrolled in this program will complete the NYS minimum laboratory requirement of 1200 minutes hands-on lab time, a mid-year test, and the NYS Earth Science Regents examination in June. In order to accommodate BOTH middle school AND high school standards, Students enrolled in Accelerated Earth and Space Science must also attend an additional laboratory assignment. The extra laboratory assignment may interfere with a student’s ability to take certain elective courses such as music (multiple performing groups), Studio Art, or DDE.

A student must meet the following criteria to be placed in this advanced class:

1. Achieved an A average in Life Science 7.
2. No individual effort and conduct grade may be less than G throughout Life Science 7.
3. Recommended by his/her Life Science 7 instructor for placement.



Success in advanced sciences such as Chemistry and Physics at Shaker High School is strongly correlated to success in mathematics. Specifically, students having completed Geometry before entering Chemistry, and Algebra 2 before entering Physics, are most successful. Therefore, students qualifying and electing to accelerate in science by taking Accelerated Earth and Space Science in 8th grade, should most often select and be capable of successful acceleration in mathematics as well. In rare instances, exceptions to this may exist. Please seek the advice of your student's science teacher and/or counselor if you qualify for and are considering acceleration in science *without* acceleration in mathematics.

Additional Information Regarding the new, New York State p-12 Science Learning Standards

The new, NYSp-12SLS standards are not only content standards, but they also emphasize particular practices as well as common themes found in all sciences. These practices and themes are found in all courses from Kindergarten through 12th grade, and differ only in complexity based on a particular age/grade. Therefore, in addition to the topics listed in the course descriptions above, students will also engage with the Science and Engineering Practices (practices) and the Cross Cutting Concepts (themes). The table below lists each:

Science and Engineering Practices:	Cross Cutting Concepts:
1. Asking Questions and Defining Problems	1. Cause and Effect
2. Developing and Using Models	2. Structure and Function
3. Planning and Carrying Out Investigations	3. Systems and System Models
4. Analyzing and Interpreting Data	4. Scale, Proportion, and Quantity
5. Using Mathematics and Computational Thinking	5. Stability and Change
6. , Construction Explanations and Designing Solutions	6. Energy and Matter
7. Engaging in Argument From Evidence	7. Patterns
8. Obtaining, Evaluating and Communicating Information	

Special Class Science 8

A self-contained alternate curriculum class that focuses on functional life and physical science concepts and the application of technology. The focus includes but is not limited to such topics as the Earth, Solar System, Living Systems (food chain), basic scientific principles of discovery, the use of technology in applying science to students' daily lives and current events.

SOCIAL STUDIES

American History 1

Beginning in seventh grade, a two-year study of American History is initiated. The American History I course is a chronological exploration of American History from the pre-Columbian era through the period of Reconstruction and aligns with the NYS Framework for Social Studies education. The units of instruction include "America Prior to 1500", "Exploration and Colonization", "A New Nation", "Experiments in Government", "Life in the New Nation", and "Division and Reunion". Important historical, economic, geographic and governmental features of this period are studied, and specialized social studies skills are taught.



They include the following:

- A. reading maps, charts, and graphs
- B. interpreting political cartoons
- C. reading, speaking, and listening skills
- D. essay writing
- E. research skills
- F. computer / technology skills
- G. study skills
- H. analyzing primary source documents
- I. analyzing current events
- J. studying a given historical period *or* theme through an interdisciplinary lens

The teaching of lifelong, civic skills and the application of social studies skills are important components of the social studies program. At the conclusion of the American History I course, students will take a school-developed assessment which serves as their final exam.

Special Class Social Studies 7

A self-contained alternate curriculum class that focuses on the instruction of functional concepts to enable students with a life skills curriculum to make informed choices as citizens of a community, state and country. The focus includes but is not limited to such topics as basic geography, key topics in United States history, some World History, and current events.

American History II

The exploration of history in eighth grade concludes a two-year study of American History. The course begins with the post-Civil War Era and continues to the present including the following units: “An Industrial Society”, “The United States in an Interdependent World”, “The United States Between the Wars”, “Worldwide Responsibilities”, and “World War II to the Present.” The course aligns with and covers the breadth and scope of the NYS Framework for Social Studies Instruction. Students are involved in the study of historical, social, geographic, political, and economic themes as they relate to the people and events of this time period. In June of eighth grade, students will take a school developed assessment, which serves as the final exam for American History II.

The teaching of specialized social studies skills continues in eighth grade and will include the following:

- A. reading maps, charts, and graphs
- B. interpreting political cartoons
- C. reading, speaking, and listening skills
- D. essay writing
- E. research skills
- F. computer / technology skills
- G. study skills
- H. analyzing primary source documents
- I. analyzing current events
- J. studying a given historical period *or* theme through an interdisciplinary lens



Special Class Social Studies 8

A self-contained alternate curriculum class that focuses on the instruction of functional concepts to enable students to make informed choices as citizens of a community, state and country. The focus includes but is not limited to such topics as basic geography, key topics in United States history, some World History, and current events.

TECHNOLOGY EDUCATION

Technology 7

Technology 7 is the first half of the one unit NYS “Introduction to Technology” curriculum. This course meets every day for twenty weeks or one half year.

Technology 7 introduces students to human resources, technological processes and creative problem solving. The course is taught through a number of hands on activities and design challenges. Students will use their knowledge of materials, machines and available resources to solve technical problems. These activities develop critical thinking and decision-making skills vital to employment success in the twenty first century.

Technology 8

Technology 8 is the second half of the one unit NYS “Introduction to Technology” curriculum. This course meets every day for twenty weeks or one half year.

Technology 8 introduces students to more resources, and technological processes that can be used to solve technological problems. The course is taught through a number of hands on activities and design challenges. Students will use their knowledge of materials, machines and available resources to solve technical problems. These activities develop critical thinking and decision-making skills vital to employment success in the twenty-first century.

Design & Drawing for Engineering (DDE) Pre-Engineering Elective

Entrance into this course is by **Recommendation only**. DDE is the first course of the New York State Approved “Pre-Engineering Program” at Shaker High School. The approved program is a five-unit sequence with a **NOCTI** (National Occupational Competency Testing Institute) exam at the end of the senior year. Students who complete the required coursework and pass the exam will receive a “Pre-Engineering” endorsement on their high school diploma. This course meets every day all year.

DDE at SMS is for high achieving Math, Science and Technology (MST) students. The Math, Science and Technology grades of students will be used to determine who will be recommended. Students who take DDE in grade 8 will be eligible to take “Manufacturing Processes for Engineering” in the ninth grade.

**Parents and Students please note:*

For students enrolled in Earth Science, lab may need to be scheduled after school. Students who are enrolled in DDE may not be able to take Studio Art or a Performing Group at SMS in eighth grade. Passing DDE does fulfill the one unit Art / Music requirement for high school graduation.



WORLD LANGUAGES

French 7

German 7

Spanish 7

Russian 7

The NYS graduation requirements mandate that all students (except those exempted by the Committee on Special Education) study two years of a world language and pass the examination that is aligned to the Checkpoint A learning standards for World Languages by the end of eighth grade. The seventh grade world language program is the first full year of language study and the first step in preparing for this exam.

During the course, the students learn basic vocabulary and grammar and begin to develop the four language skills: listening, speaking, reading, and writing. In the classroom, they engage in a variety of participatory activities and learn to communicate in the target language using simple conversational patterns. In addition, the course introduces students to the target culture, covering such topics as history, geography, customs, foods, holidays and family traditions.

After completion of the elementary world language program, students will identify their first and alternate choices for their 7th grade language selection. Based on yearly enrollment, every effort will be made to accommodate a student's first choice. However, the first choice cannot be guaranteed. Students will study this one language during seventh and eighth grade, and, given successful completion of the proficiency exam, continue and expand this study in the high school.

French 1

German 1

Spanish 1

Russian 1

The NYS graduation requirements mandate that all students (except those exempted by the Committee on Special Education) study two years of a world language and pass the examination that is aligned to the checkpoint A learning standards for World Languages by the end of eighth grade. If a student fails to pass the exam he/she will have to pass a high school Regents level world language course at the end of ninth grade.

The eighth grade program is the second year of study in a rigorous middle school program. The course continues to stress the four basic skill areas of listening, speaking, reading, and writing in a world language while highlighting the target culture. Upon successful completion of the course and demonstrated proficiency, students receive one high school credit for Level 1.

A Note of Caution:

German 1R, French 1R and Russian 1R (Regents) are offered in grade eight only. Therefore, a student failing one of these three courses in eighth grade will be required to begin the study of Spanish in ninth grade in order to fulfill the world language graduation requirement. In Spanish, students have the option of repeating the Level 1 course in ninth grade if necessary.



ENGLISH AS A NEW LANGUAGE (ENL)

ENL 7

ENL services are delivered through a co-taught Literature and Writing 7 class and/or stand-alone ENL classes depending on individual students' needs based upon the NYSITELL assessment. The co-taught ELA class is taught by an English teacher and an ENL teacher. The class includes both identified English Language Learners and non-English Language Learners. The curriculum mirrors the curriculum of the Literature and Writing 7 class.

ENL 8

ENL services are delivered through a co-taught Literature and Writing 8 class and/or stand-alone ENL classes depending on individual students' needs based upon the NYSITELL assessment. The co-taught ELA class is taught by an English teacher and an ENL teacher. The class includes both identified English Language Learners and non-English Language Learners. The curriculum mirrors the curriculum of the Literature and Writing 8 class.

